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ABSTRACT

An analysis of the development of diverse educational programs based on a common curriculum core is the purpose of this paper. After an overview of the major kinds of option/choice programs, a study of educational options in Utah and the United States is described. Three research methodologies were used to collect data: a statewide survey on current Utah school choice programs; a national survey of programs in the remaining 49 states; and a literature database search. The state survey involved telephone interviews with head administrators of 53 sites participating in school choice programs. Information was gathered about the type of program, student participation, cost equity, governance, and respondent satisfaction and attitudes. The national survey entailed telephone interviews with various program specialists in each state, resulting in a state-by-state catalogue and cost analysis of current school choice programs. Results point to the high level of interest in school option programs in Utah and across the nation; the difficulty in developing reliable cost information; and the impact on logistics, curriculum, and students. Findings indicate that public school choice presents a way in which restructuring from the bottom up can be achieved. Tables and figures present survey results, and appendices include a list of Utah respondent organizations, an annotated bibliography, and examples of other states' policies and promotion. (LMI)

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OPTIONS/CHOICES IN PUBLIC EDUCATION

A Report of a National and Statewide Survey in Utah of Educational Choice Programs

August 1989

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INTRODUCTION

As the nation's many public school systems move into the 1990's, "choice in education" is a primary focus of attention. The "choice debate" has been written about for several years and literally thousands of school districts throughout the United States are initiating new programs and reacting to calls for change framed in the language of "choice."

What should be noted at the outset is that "choice in education" is a generative issue. It is not a programatic or perhaps even replicable system for structuring the educational experiences of diverse, localized student populations. On the one hand, "choice" is a simple and familiar principle in our culture. Dr. Charles Glenn, Director of the Bureau of Equal Educational Opportunity at the Massachusetts Department of Education expressed its salience in 1985:

> Choice is important to public education because choice is important to the public. It is perhaps the key element of that modernization of consciousness which is placing all of our institutions under critical strains. A public which can choose its toilet paper and its long distance telephone service expects to choose in the infinitely more important area of schooling for its children. Generic-brand education does not satisfy sophisticated consumers of goods and services.

On the other hand, "choice in education" means different things to different people. A few years ago, "choice" implied public subsidy of private education through voucher or tax-credit systems. Today "choice" is synonomous, in many parts of the country, with "open enrollment" or the ability of parents to place their children in whatever public school they wish. Even a cursory examination of the state-by-state information presented later in this report makes clear the understanding that "choice" as a common idea has led to a plethora of differing, sometimes incompatible, sets of implemented school programs. The openness of "choice" across the nation's educational systems is evidenced by the current study's discovery that 12 states besides Utah are currently conducting policy studies or have appointed in-house task forces to investigate ways of implementing greater choice in education.

Between the confusion of meanings and the limited uses of "choice," some educational decision-makers in Utah began talking about it in a different way. Refering to the issue in Utah as "options/choices in education" is a way of retaining the generative character of the idea while making it clear that implementations must be based on the needs and desires of Utah students and the values and objectives of the state's communities. This report has adopted that convention.

From the broad perspective, then, Options/Choices in education can be seen as a generative idea for organizing concrete development where public and private objectives are mutually enhanced. In Utah, the publication of A Shift in Focus marks a philosophical base for orienting our schools to students' future productivity in a diversified and demanding society. As both those students and the society have a multiplicity of needs and interests, a dynamic and generative -- a less "generic" -- system becomes crucial to the goal of empowering students for effective functioning when they leave school. Options/Choices in education is an arena for developing school programs that both rest on a common core of educational experiences and allow students to take their different kinds of talents along many productive paths.

This report is designed to inform and stimulate that kind of development. After a brief overview of the major kinds of programs that stand as initial possibilities for such development, the report describes a study of educational Options/Choices in Utah and across the nation.

Options/Choices in Educational Practice

As was indicated above, implementing Options/Choices in the public schools has meant many different things in many different places. Initial orientation to the kinds of programs that have been developed, however, allows interested persons to see the possibilities and achievements in the local context. The National State-by-state Survey presented in this report resulted in the identification of 22 types of programs or program variations that school systems have employed to offer Options/Choices.

These 22 types of Options/Choices programs are organized in three categories for simplicity of presentation: 1) Logistical programs, 2) Curricular programs, and 3) Student-Adapted programs. These categories reflect the focal intent or central orientation of the implementation process. It should be clear, however, that every program carries its own logistic, curricular, and student consequences. For example, a district may have a primary curricular focus in establishing a magnet school in science and technology. Implementation of that magnet school immediately requires the district to consider programs for getting students who desire enrollment into the school (e.g., transportation, tuition, etc.) and assess programs that impact the kinds of students who will attend and the kind of students who will probably not (e.g., equity of access, participation criteria, etc.).

The 22 types of Options/Choices identified by the current study are given below.

LOGISTICAL PROGRAMS

1. Interdistrict open enrollment -- local
2. Interdistrict open enrollment -- state
3. Intradistrict choice
4. Controlled open enrollment
5. District-mandated or Administrative enrollment shift
6. Private/Home education
7. Voucher system

CURRICULAR PROGRAMS

8. Magnet school
9. School-within-a-school
10. Vocational/Technical center -- local
11. Regional vocational/technical center
12. Post-secondary options/Early admission
13. Advanced placement
14. Concurrent enrollment
15. Teacher-initiated programs

STUDENT-ADAPTED PROGRAMS

16. Alternative school -- local
17. Alternative school -- regional
18. Alternative school -- state
19. Residential school/Statewide high school
20. Early graduation
21. Planning/outcomes options
22. Parent/Student empowerment

The first 7 programs are listed as <u>logistical programs</u> in that the focal intent of their implementation appears to be the establishment of mechanisms for parents and students to pick their own schools. Certainly the curricula of different schools is a major factor in motivating parents to want their children in one school rather than another. But these 8 programs allow school choice to families regardless of their motivations.

Some illustrations make this point clear. A finding of the Utah State Survey described later in this report was that district officials believe that most parents who participate in their programs of Private/Home education do so to fulfill particular religious or social preferences. Parents in several states that do not otherwise permit interdistrict transfers may place their children in a school within the district where they work. Finally, in Idaho, a state where social and political pressure continues to mount to legislate statewide open enrollment,

one state education official told the interviewer in this study's National Survey that school choice is like the car people drive; a lot of people just think one school is more prestigeous than another. So whether parents and students want enrollment choice in a particular school in order to have a certain curriculum, out of religious or social preferences for educating children, pragmatic considerations of working and living in different locations, or just perceptions about attendence at different schools, these logistical programs offer families the mechanisms to make those choices.

The first two programs listed, interdistrict open enrollment -- local and statewide, differ in their scope of application. Wisconsin, for example, defeated legislation in 1988 that would have established open enrollment (unrestricted school choice) statewide. Parents and students living in one of the Milwaukee districts, however, do have this ability through a local interdistrict open enrollment program. Intradistrict choice is the same kind of plan that permits school choice within a given district only. Controlled open enrollment is a more restrictive version of this kind of program in which students usually need to meet certain criteria or have particular specified circumstances in order to transfer to another school or district or some limits are placed on the overall numbers or kinds of students that are permitted. The other differences between these programs typically rest on who pays transportation costs and how (or whether) the "sending" and "recieving" districts are financially compensated.

District-mandated or administrative enrollment shift is a much less common program. Here district or state officials have the option of effecting (or prohibiting) school transfers in blocks. This seems to be more of a "special circumstance" program that results from school closings, statewide enrollment or school utilization requirements, or other needs to equalize enrollments between districts.

The last two logistical programs listed are ones that have generally been implemented as mechanisms of public support for private education. Private/Home education is a system for providing school credit to students attending private or home schools. Implemented programs vary considerably across the nation as to the standards and restrictions under which non-public schools must operate and the presence or thoroughness of student assessment prior to granting credit. A voucher system is a way for families attending private schools to recieve tuition or tax credits to offset their educational expenses. The rationale has typically focused on giving non-public options to a larger economic segment of the population. Voucher systems seem to be a declining rather than a growing educational Options/Choices program.

The Options/Choices programs 8 through 15 are listed as curricular programs. These are efforts at implementing curricular specialization and diversity within schools, districts, and states. Many of these types of programs predate the "choice debate" by many years. For example, Virginia maintains several model schools in Richmond (enrollment by lottery), 4 regional magnet schools in science & technology and 1 in the arts, 11 regional vocational centers primarily in rural areas, several comprehensive high schools in the cities that include vocational training, a full complement of programs for college bound students, and several alternative and "second chance" schools focusing on at-risk students. Yet a state education official told the interviewer for this study's National Survey that "Virginia hasn't done much with choice; we're probably in the bottom 25% of the nation." Equating "choice" with the kind of logistical programs described above (Virginia has no open enrollment), interested parties limit their view of the alternatives available for developing educational Options/Choices in dynamic ways.

Magnet schools are established with a specific or single-focus curriculum. Magnet schools in science and technology, the arts, and business or college preparation are most typical. A magnet school could also specialize in a particular teaching/learning style or focus on, for example, gifted learning. A school-within-a-school takes the same specialization of curriculum approach but does so within an existing, full-range school. So a given school might have an accelerated science and technology school with its own faculty and curriculum that exists as an option for qualifying students. Both these Options/Choices typically involve specialized, highly qualified teachers and often employ innovative or particular styles of learning and assessment (e.g., outcomes based education, etc.).

Vocational or technical centers are separate facilities established to offer students trade and specific job skill training in a variety of vocational areas. These centers are sometimes established within a district and administered through the district (local). It has also been common in recent years to establish area or regional vocational centers that serve students in a number of districts within a defined area. Such regional vocational centers are typically established in more rural areas. It is most common for students to be enrolled in both their home school and in the vocational center, often attending one in the morning and the other in the afternoon. A relatively new option being developed in some areas (not listed here) is the comprehensive high school that includes a full-range vocational department.

Post-secondary options or early admission, advanced placement, and concurrent enrollment are Options/Choices programs that allow qualifying students to formally begin a transition from secondary schooling to college or university education. Students establish enrollment in both their high school and a college or university.

With concurrent enrollment, they may take some secondary classes for which they receive both high school and college credit or they may be given credit by both schools for college courses they complete. Post-secondary options are much less common and are usually designed to allow students meeting certain college or university criteria to enroll as regular students (able to be admitted as a major in a department, etc.) prior to completion of their high school requirements. Advanced placement is a program, increasingly standardized nationally, through which students may earn college credits within their high schools. This program involves specialized AP courses and an examination system for earning the college credit. Each of these programs are implemented through a cooperative arrangement between the college or university and the district (or sometimes, the school).

Teacher-initiated refers to a type of Options/Choices program that has grown out of particular experiences and observations (e.g., perceived student needs) of a school's teachers and administrators. This is a very new kind of Options/Choice practice and this study found few in operation. These programs are generally described as involving an innovative or experimental teaching/learning style or some alternative staffing arrangement. The Utah State Survey reported here found some evidence that in those few cases where this kind of program was being employed, teachers and students devised alternative ways of accomplishing their course objectives. The crucial local initiative and control that characterizes this type of Options/Choices program seems to make it an appealing, albeit underdeveloped, practice. Increased experience in implementing programs of this sort will likely clarify its nature.

The third group of educational Options/Choices, <u>student-adapted programs</u>, is comprised of practices designed to facilitate the needs and objectives of particular kinds of students. Program types 16 through 22 are Options/Choices that have been implemented with the intent of offering certain students alternatives to the "regular" educational expectations in their schools. For example, alternative schools have most often been established as "second chance" schools for students who are not having success in the normal course of their education. More recently, this effort has expanded to include a primary involvement of a broader group of "at-risk" students who show even some early signs of becoming school dropouts. Alternative schools vary as to their administration and the range of students eligible for admission. Many districts operate their own alternative schools (local) and alternative schools have been established on a regional and, in a few cases, statewide basis. In addition, some states have established statewide high schools or residential schools which operate very much like other alternative schools. The primary difference seems to be that residential schools involve the student for at least a year (often more) and the student lives on the school campus during the school year.

It is significant to note that the current study found clear indications that the nature of alternative schools is changing in dramatic ways. Five years ago, survey respondents report, nearly all students in alternative schools were "at-risk" or below average academically. Currently, a significant segment of students who enroll at alternative schools are academically oriented, highly motivated, and have shown previous success in more traditional settings. It appears that the number of such students seeking enrollment in alternative schools is continuing to grow. The attractiveness of alternative schools to a broader segment of students seems to be a function of the flexibility of alternative schools (students who work or have other obligations find the alternative schools more compatible with their lives) and the personalization and innovative activities of the alternative classroom. Respondents report that a growing number of students just like the alternatives schools better than their previous school.

Early graduation is an Option/Choice program originally designed to permit successful students to move on with their post-secondary educations. It allows 11th grade students to complete graduation requirements by the end of their junior year. It appears that an increasing number of students (still relatively small) are taking this option in order to move into the job market or pursue opportunities other than higher education.

Planning/outcomes options are quite new programs though the practice may have been in place informally for some time. Survey respondents to this study indicated that the nature of this program is still being developed as their experience with it increases. A planning/outcomes option involves individualization of a student's education through careful and regular counseling. Regular or alternative means of fulfilling requirements are typically contracted for by the student. In some cases, an alternative graduation diploma based on individualized curriculum options is the end product. In general, these programs seem to be established in response to the apparent needs of a particular student or group of students.

The last type of educational Options/Choices identified in this study is parent/student empowerment. Such programs involve the formation of task-specific or general teams that address school issues. Sometimes these committees or teams are composed of students and teachers but may also include parents and principals. The motivation for employing this type of Options/Choices program is to act upon student concerns and dissatisfaction with aspects of their educational experience. Student empowerment teams have addressed issues of curriculum, teacher evaluation, and school policies among other concerns. California recently made an attempt to expand parent/student empowerment programs to include the ability of teams to create their own school. Enabling legislation, however, was defeated in the last General Assembly.

While these 22 ways of offering options and choices in schools are quite diverse, as a group they can be seen as efforts to increase the possibilities in students' educational experiences. This study found wide variation in the assessments made by previous studies of the status of choice in different states. It appears that differing definitions and foci have led researchers to make these conflicting judgments. This study has adopted the approach of several educational decision-makers in Utah that Options/Choices in education is an open issue. Consideration of Options/Choices can usefully be made from the goal of enriching public education through greater flexibility, sensitivity to a diverse set of student needs and objectives, and mechanisms for increased personalization of students' educational experiences.

The remainder of this report presents a description of the current study. Data collection procedures and results are given in the next two sections.

RESEARCH PROCEDURE

The study involved three separate research efforts. The Utah State Survey collected information on the educational Options/Choices programs currently operating in the state. This statewide survey gathered data from each of the 40 public school districts as well as 13 other relevant institutions (i.e., area vocational centers, colleges, and univerisities). A National State-by-state Survey was also conducted. This project involved contacting officials in the other 49 states about the status of choice in education programs in their states. Finally, the researchers conducted a Publications and Literature Database Search on choice in education. This search provided a grounding for the original data collections in the work done by others. It resulted in a current bibliography on choice in education in the United States. These three research components are described in more detail below.

Utah State Survey

Procedures were developed for surveying relevant educational entities in Utah on the operation of educational Options/Choices programs. In all, 53 respondent sites were identified for this data collection. The respondent group was comprised of the 40 public school districts, 5 area vocational centers, and 8 colleges and universities in Utah (the particular respondent sites providing information for the study are given in Appendix A).

Initial contact was made by mail on July 7, 1989. This contact was directed to the Superintendents of each district, the Directors of the AVC's, and the Deans or Directors in each college and university identified as most involved with the programs of interest. The mailing included a cover letter from State Superintendent Moss describing the intent of the study and requesting the respondent's assistance with it. Also included was a second letter from the researchers detailing the timing and procedures for gathering the data and a document providing respondents with the range of information that would be sought from them.

These respondents were subsequently telephoned during the weeks of July 10 and July 17, 1989. In most cases, appointments were made for later telephone interviews. In about two-thirds of the cases, other individuals in addition to the initial contact person were identified to provide the information on certain parts of the survey. For example, obtaining the data in Granite School District required interviews with 7 people ranging from the District Superintendent and Deputy Superintendent to the Business Manager and several Program Coordinators. Likewise interviewing in Jordan School District

involved a total of 11 contact persons, some conducted by personal interview, including the District Superintendent, various Project Coordinators, and 2 school principals.

The difficulties of obtaining the desired information were further compounded by the time of year which included a local holiday (Pioneer Day, July 24) and a common time for vacation leaves. In a number of cases, the particular personnel needed to provide certain kinds of information were unavailable during the two weeks of scheduled interviewing. In response to these technical problems of data collection, 3 additional researchers were added to the study team. Data collection was completed for all 53 respondent sites on July 27, 1989.

The telephone and personal interviews for the Utah State Survey employed a standardized interview protocol for recording information. Interviewers first determined what Options/Choices programs had been implemented at the respondent's site. Initial contact persons (usually the Superintendent or Director) were given a list of 15 possible programs offering Options/Choices in schools. They were asked to indicate the programs, if any, that were currently operating at their location. Those 15 possible Options/Choices programs are given below.

1) School-within-a-school
2) Magnet School
3) Controlled Open-enrollment
4) Alternative School
5) Vocation Center
6) District-mandated Enrollment Shift
7) Open-enrollment
8) Early Graduation
9) Advanced Placement
10) Concurrent Enrollment
11) Voucher System
12) Private/Home Education
13) Teacher-initiated Options
14) Parent/Student Empowerment
15) Planning/Outcomes Options

Respondents were also asked if there were other current or projected programs offering educational options and choices in addition to these 15 program types. This list was found to be adequate for information-gathering in Utah as only one respondent suggested an addition to it. That suggestion was a proposed program of early admission (Post-secondary Options).

After determining the particular Options/Choices programs that operated in the respondent's location, the interview proceeded in two parts. First, information was obtained for each of the types of Options/Choices programs in operation at a given

site. For example, if a given respondent reported operation of an alternative school, a vocational center, and an advanced placement program in their district, the interviewer and respondent worked through the protocol three times (once for each of the three types of programs). The information obtained by this first-part interview protocol for each implemented program is given below.

1) Student Participation Levels Over Time (1984-85, 1985-86, 1986-87, 1987-88, 1988-89)
2) Significant Events or Major Points of Change Associated with Student Participation Over Time
3) Projected Student Participation Levels (1989-90, 1990-91)
4) Kinds of Students Participating in the Program
5) Equity as an Issue in Operating the Program
6) Cost of the Program to Families, the District, and the State (Per Student Costs, Relative Percent)
7) Respondent Comments About Cost Impact of the Program
8) Impact of the Program on Other School Reform Practices:
    a. Facility Utilization & Scheduling
    b. Career Ladders & Differential Staffing
    c. Curriculum Reform
    d. Technology Applications
    e. At-risk Reforms
    f. Secondary Schools Restructuring
    g. Outcomes-based Education
9) Current Status of Governance for the Program (site-based management, shared governance, other)
10) Changes in Governance Desired
11) Satisfaction Level With Operation of the Program
12) Respondent Reasons for Their Level of Satisfaction
13) Respondent Comments About Operation of the Program

After these data were obtained for each type of program at the respondent's site, the interview was completed with a second-part protocol seeking information on Options/Choices practices overall in education. The following information was obtained by this second-part interview protocol.

1) Overall Attitude on Issue of Options/Choices in Education
2) Respondent Reasons for Overall Attitude on Options/Choices in Education
3) Respondent Comments About Their Experience with the Range of Options/Choices Programs at Their Site

The completed interview recording forms were then used to produce a coding system that allowed most of the information obtained to be entered onto computer data files. With the exception of a few open-ended responses (e.g., comments about

equity, reasons for overall attitude toward Options/Choices, etc.), the information provided by the 53 Utah sites were numerically coded by the 2 researchers who conducted the bulk of the interviews.

This coded information was then entered onto the Wang VS 5000 computer located at the research offices. A COBOL data maintenance program was generated specifically for the data files of this study. Coding verification checks and a data file validation procedure were performed to insure the accuracy of the information on the computer data files.

The study data files were analysed with the MINITAB statistical software package resident on the research team's Wang VS 5000 computer. Data summaries and tables were produced across the data collected. In addition, a Macintosh computer was used to produce some of the graphic displays of data and descriptive summaries included in this report.

National State-by-state Survey

At the same time as the Utah State Survey, the researchers began collecting information on Options/Choices practice in the other 49 states. Telephone calls were initially made to the State Offices or Departments of Education across the country. In many cases, the first contact was with the State Superintendent or Assistant Superintendent of Education. Typically these initial contacts involved location of the most knowledgeable person, at the state level, on the state's programs offering choice in education. While it was neccessary to interview multiple respondents in some states to obtain the desired information, it was more typical to conduct the full interview with a single respondent once the most appropriate person was identified.

Respondents to the State-by-state Survey varied considerably across the country. Some State Superintendents or Deputy Superintendents completed the entire interview themselves. Others directed the researchers to Program Specialists, Policy Analysts, Directors of Program Evaluation or Program Services, Governor's Aides for Education, Directors of School Finance, Public Information Directors, and other officials including one Coordinator of Educational Choice and a State Board of Education Vice Chairman.

As with the Utah Survey, the National State-by-state Survey used a consistent interview protocol with each respondent. The initial information sought concerned the specific kinds of Options/Choices programs being operated in the respondent's state. As survey respondents were knowledgeable about the issue of choice, the interviewer typically had little need to

prompt or suggest what these programs might be. At the same time, it was expected that some states might be more focused on one or another kind of program as "choice," so the interview protocol contained queries about the full range of logistical, curricular, and student-adapted programs discussed earlier. Once the general orientation of the state to choice and program implementation information had been obtained, the interview was completed with the collection of student participation and cost data. The elements of the National State-by-state Survey data collection are given below.

1) General Focus of the State on Choice in Education (what "choice" has come to mean in that state)
2) The Options/Choices Programs Implemented in the State
3) Student Participation Levels for these Programs
4) Overall Program Costs to the State
5) Per Student Costs for these Programs
6) Costs to Families Participating in these Programs (i.e., Transportation and Tuition Costs to Students)
7) Federal, Private, or Other Sources of Funds that Reimburse or Replace State Costs for these Programs
8) Other Relevant Information or Comments (Legislation and Political, Social, or Demographic Events Deemed Important by the Respondent)

The completed interview recording forms were first tallied, state by state, to determine what programs were being operated to offer students Options/Choices. To allow comparative presentation of these data, a state-by-program grid was constructed from these initial program tallies.

The remaining information (participation, cost, etc.) was manually collated and efforts were made to gain comparability where possible. The inability of the research team to build reliable numeric data files on the computer from these data was a function of the variability of information provided (every situation is differently described and unique local features of the information seemed neccessary for accurate reporting). In addition, some information (i,e., cost data) was extremely difficult for some respondents to provide. Often the information that was given was not comparable with information provided by other respondents. A significant number of those surveyed were unable to provide reliable cost information on the programs they reported.

Where survey data was incomplete, efforts were made to supplement if from sources obtained in the Publications and Literature Search (described next). In some cases, information was compared to data available through other obtained sources. In the case of conflicts between data reported by survey respondents and published information from research sources, the information provided by survey respondents was used.

Publications and Literature Database Search

In an effort to ground the original data collections from the Utah State and National State-by-state Surveys in previous work, a literature and publications search was conducted. As could be expected, a great deal of writing has been done on choice is schools. In addition, much research and analysis has been conducted on various Options/Choices programs (e.g., magnet schools, advanced placement, etc.) independent of the current interest in choice. A thorough and recent compilation of this work can serve as an important foundation to on-going consensus-seeking and planning in consideration of Options/ Choices in public education.

A primary activity of this effort was the completion of an on-line descriptor search of the citations and abstracts database archived by the Educational Resources and Information Clearinghouse (ERIC) in Urbana, Illinois. In most areas, this database search was limited to work published after 1983. A series of increasingly more specific searches focused around "choice" in education and topics tied to choice. Some supplemental searching on specific types of programs augmented the primary searches on choice.

The results of this database search led the research team to contact a number of agencies to acquire particular publications. Materials were received from a variety of sources including the Education Commission of the States, the Center for Educational Research at Stanford (CERAS), the American Federation of Teachers, Mid-Continent Regional Educational Laboratory, the National Center for Education Statistics and other agencies of the Office of Educational Research and Improvement in the United States Department of Education.

These activities were further augmented by searches of several resources available through the Utah State Office of Education's Educational Research Library. Primarily working through research article files and collections of educational periodicals, recent works on choice in education were located that had not been detected in the previous bibliographic searches.

These efforts were the basis for production of a current bibliography on work into Options/Choices in education. The bibliography has been organized conceptually around the major contribution of the article. Annotation summarizing the article's content accompanies each entry. The final bibliography can be found in Appendix B of this report.

The materials collected in the course of this study will be catalogued and available through the Utah State Office of Education's Educational Research Library.

RESEARCH FINDINGS

The results of the current study are presented below. Descriptive summaries of the information obtained in the Utah State Survey are first presented and followed by narrative summaries of the state data collected on the issue of equity and the interface between Options/Choices and other school reform efforts. The next section presents a tabular summary of the National State-by-state survey findings on programs operating in the 50 states and describes the state-by-state results.

Utah State Survey

Overall, the study found 206 programs currently operating to offer Utah students Options/Choices in their schooling. Most of these (181 or 88%) were reported by the 40 public school districts with 25 additional programs reported by the area vocational centers, colleges, and universities surveyed. In addition, the survey found school district plans to implement 29 new Options/Choices programs over the next two years. TABLE 1A and TABLE 1B summarizes these overall findings on the next page.

Highlighting a few of these programs, it was found that a variety of curricular Options/Choices programs have been implemented by some of the school districts. Three magnet schools were reported in the state (one each in Granite, Jordan, and Ogden school districts) and 4 districts (Cache, Granite, North Sanpete, and Ogden) have currently operating school-within-a-school programs with a fifth (Box Elder) planned for next year. Additionally, the relatively new program of teacher-initiated options, which is characterized by local initiative and control, was found to be in place in 3 districts (Granite, Salt Lake, and South Summit).

The study found more implemented logistical programs offering Options/Choices in schools. Open enrollment programs are operating in 3 school districts (Piute, San Juan, and Tintic) with 16 other districts maintaining programs of controlled open enrollment (Alpine, Box Elder, Carbon, Davis, Emery, Granite, Iron, Jordan, Logan, Murray, Nebo, Ogden, Provo, Sevier, South Sanpete, Tooele, and Weber). Further, 2 Area Vocational Centers (Davis AVC and Sevier Valley AVC), 3 colleges (College of Eastern Utah, Dixie College, and Snow College), and 1 university (University of Utah) report current operations of open enrollment programs. In addition, 2 districts (Davis and Granite) have operated programs of Administrative Enrollment Shifts for over 5 years.

TABLE 1A

NUMBER OF OPTIONS/CHOICES PROGRAMS IN UTAH
Currently Operating in the Public SCHOOL DISTRICTS

TYPE OF OPTIONS/CHOICES PROGRAM	NUMBER OF PROGRAMS DISTRICTS REPORT CURRENT OPERATION	PLANS TO IMPLEMENT IN 89-90	IN 90-91
Administrative Enrollment Shift	2	0	0
Advanced Placement	28	0	1
Alternative School	20	2	0
Concurrent Enrollment	36	0	1
Controlled Open Enrollment	16	0	0
Early Graduation	16	6	4
Magnet School	3	0	0
Open Enrollment	3	2	1
Planning/Outcomes Option	2	3	0
Private/Home Education	23	0	0
School-within-a-school	4	1	0
Student Empowerment Program	9	4	3
Teacher-initiated Program	3	0	0
Vocational Center	16	0	1
TOTALS	181	18	11

The 40 School Districts in Utah report, on the average, current operation of 4.5 Options/Choices programs per district, ranging from 1 district (Park City) reporting 1 current program to 1 district (Granite) reporting 12 programs implemented.

TABLE 1B

NUMBER OF OPTIONS/CHOICES PROGRAMS IN UTAH
Currently Operating in AVCs, COLLEGES, & UNIVERSITIES

TYPE OF OPTIONS/CHOICES PROGRAM	PROGRAMS AT AVCs	PROGRAMS AT COLLEGES & UNIVERSITIES
Concurrent Enrollment	3	6
Controlled Open Enrollment	1	2
Open Enrollment	2	3
Vocational Center	5	3
TOTALS	11	14

It was surprising to learn that in most cases, these programs of Options/Choices in education have been in operation for some time. With the exception of magnet schools and planning/ outcomes options, a majority of these various types of programs were implemented prior to 1984. This information is given below in TABLE 2.

TABLE 2

YEAR OF INITIAL IMPLEMENTATION
for Each Type of Options/Choices Program

TYPE OF OPTIONS/CHOICES PROGRAM	PRIOR TO 84	84-5	85-6	86-87	87-8	88-9
Administrative Enrollment Shift (N = 2)	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Advanced Placement (N = 28)	85.7%	0.0%	3.6%	7.1%	3.6%	0.0%
Alternative School (N = 20)	85.0%	0.0%	5.0%	5.0%	5.0%	0.0%
Concurrent Enrollment (N = 45)	75.6%	0.0%	6.7%	6.7%	6.7%	4.4%
Controlled Open Enrollment (N = 19)	89.5%	0.0%	0.0%	0.0%	5.3%	5.3%
Early Graduation (N = 16)	87.5%	0.0%	0.0%	0.0%	0.0%	12.5%
Magnet School (N = 3)	33.3%	0.0%	33.3%	0.0%	0.0%	33.3%
Open Enrollment (N = 8)	87.5%	0.0%	0.0%	12.5%	0.0%	0.0%
Planning/Outcomes Option (N = 2)	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Private/Home Education (N = 23)	82.6%	0.0%	4.4%	8.7%	4.4%	0.0%
School-within-a-school (N = 4)	50.0%	0.0%	0.0%	25.0%	25.0%	0.0%
Student Empowerment Pgm. (N = 9)	55.6%	0.0%	0.0%	22.2%	22.2%	0.0%
Teacher-initiated Pgm. (N = 3)	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%
Vocational Center (N =24)	83.3%	4.2%	0.0%	0.0%	12.5%	0.0%

N = NUMBER OF PROGRAMS TYPES REPORTED BY RESPONDENT SITES

Information was also collected on the numbers of students who participate in these various programs of Options/Choices. Across the 206 programs reported by the 53 respondent sites, a total of 152,767 students were found to be involved in 1988-89. This total is comprised of program participation levels that range from fairly high ones for programs such as vocational centers (53,309) and open enrollment (30,863) to programs showing lower levels of participation such as school-within-a-school (212), and early graduation (99). These data are presented for the overall state in TABLE 3A and broken down by districts, AVCs, and colleges and universities in TABLE 3B.

TABLE 3A

TOTAL STUDENT PARTICIPATION IN 1988-89
For Each Type of Options/Choices Programs in Utah

TYPE OF OPTIONS/CHOICES PROGRAM	TOTAL NUMBER OF STUDENTS PARTICIPATING
Administrative Enrollment Shift (N = 2)	13,000
Advanced Placement (N = 28)	10,329
Alternative School (N = 20)	4,444
Concurrent Enrollment (N = 45)	9,585
Controlled Open Enrollment (N = 19)	11,130
Early Graduation (N = 16)	99
Magnet School (N = 3)	457
Open Enrollment (N = 8)	30,719
Planning/Outcomes Option (N = 2)	420
Private/Home Education (N = 23)	1536
School-within-a-school (N = 4)	212
Student Empowerment Program (N = 9)	4327
Teacher-initiated Program (N = 3)	13,200
Vocational Center (N =24)	53,309
TOTAL NUMBER OF STUDENTS PARTICIPATING IN SOME OPTIONS/CHOICES PROGRAM IN UTAH	152,767

The reader should notice that the information in TABLE 3A is given in actual numbers (rather than averages) and thus is likely to be inflated for 2 programs (Vocational Center and Concurrent Enrollment). These figures are not fully double-counted but are inflated by the presence of a non-extractable segment of students counted by both sites. Reference to TABLE 3B (figures separated by site) and TABLE 4 (expressed in averages) will assist interpretation here.

TABLE 3B

TOTAL UTAH STUDENT PARTICIPATION IN 1988-89
Broken Down by Program Type and Kind of Site

TYPE OF OPTIONS/CHOICES PROGRAM	Number Of DISTRICT STUDENTS	Number Of AVC STUDENTS	Number of COLLEGE/UNIV. STUDENTS
Administrative Enrollment Shift	13,000		
Advanced Placement	10,329		
Alternative School	4,444		
Concurrent Enrollment	5,434	350	3,801
Controlled Open Enroll.	10,490	40	600
Early Graduation	99		
Magnet School	457		
Open Enrollment	19	6,900	23,800
Planning/Outcomes Option	420		
Private/Home Education	1,536		
School-within-a-school	212		
Student Empowerment	4,327		
Teacher-initiated Prgram	13,200		
Vocational Center	34,809	14,100	4,400
TOTAL NUMBER OF STUDENTS PARTICIPATING	98,776	21,390	32,601

Data on changes in participation levels reveal that student involvement in Options/Choices programs has grown over the last 5 years. While a number of types of programs show fairly stable participation levels, none of the 14 types of Options/ Choices programs displays a decline. This information is presented below in TABLE 4. The figures given in TABLE 4 represent the average student participation level calculated across the number of program sites (districts, etc.) reporting operation of that kind of program.

TABLE 4

CHANGES IN STUDENT PARTICIPATION LEVELS
for the Options/Choices Programs Currently Operating in Utah

TYPE OF OPTIONS/CHOICES PROGRAM	AVERAGE PARTICIPATION LEVELS FOR EACH PGM. TYPE 1984-85	1987-88	1988-89
Administrative Enrollment Shift (N = 2)	1650.0	2750.0	6500.0
Advanced Placement (N = 28)	232.2	329.9	368.9
Alternative School (N = 20)	96.8	212.3	222.2
Concurrent Enrollment (N = 45)	61.1	137.1	213.0
Controlled Open Enrollment (N = 19)	442.4	543.1	585.8
Early Graduation (N = 16)	4.7	6.0	6.2
Magnet School (N = 3)	69.0	133.0	152.3
Open Enrollment (N = 8)	951.6	3820.4	3857.9
Planning/Outcomes Option (N = 2)	0.0	210.0	210.0
Private/Home Education (N = 23)	50.0	64.8	66.8
School-within-a-school (N = 4)	301.0	70.7	70.7
Student Empowerment Program (N = 9)	51.0	291.7	480.8
Teacher-initiated Program (N = 3)	4000.0	4400.0	4400.0
Vocational Center (N =24)	1918.2	2176.1	2221.2

This past growth will continue according to our respondents. FIGURES 1A, 1B, and 1C display the percentages of alternative school, magnet school, and controlled open enrollment programs for which respondents report expecting growth, stability, or decline.

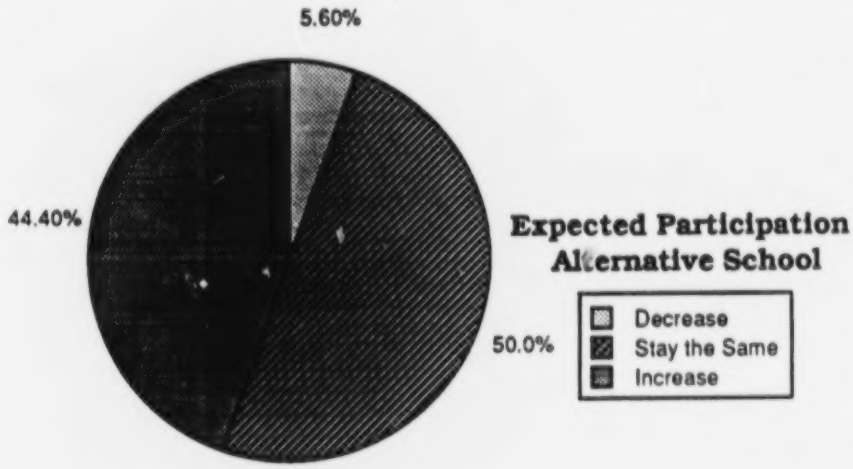

FIGURE 1A

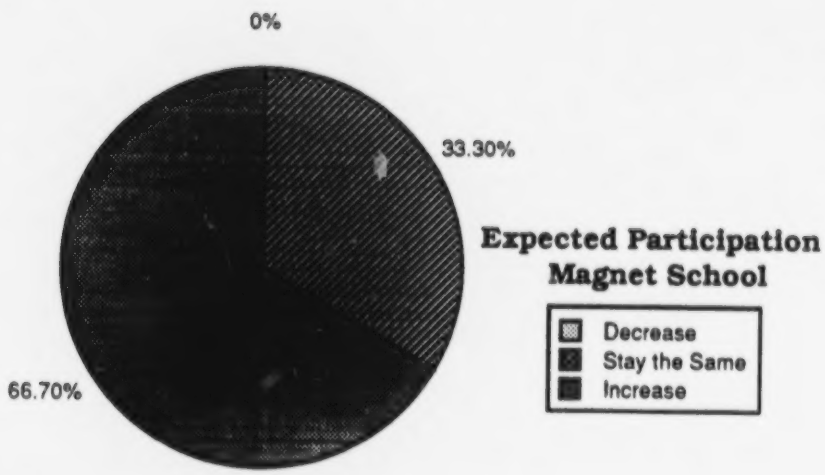

FIGURE 1B

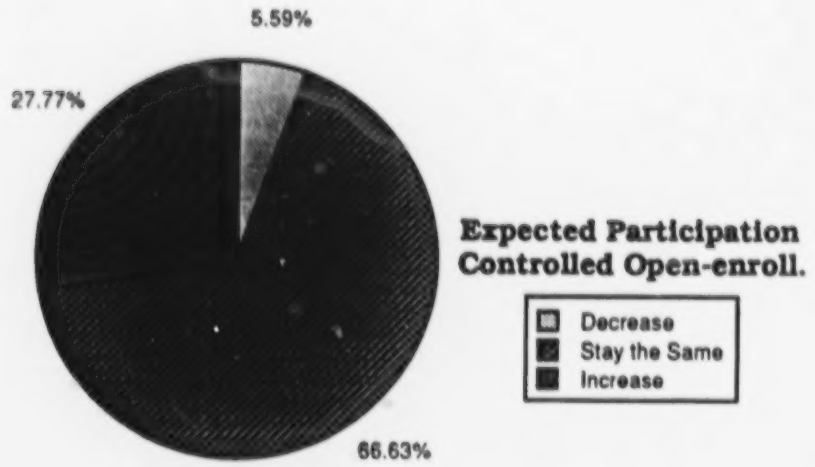

FIGURE 1C

For all programs, only 5 Options/Choices types had respondents reporting expectations that participation levels will go down next year. Those five (advanced placement, alternative school, controlled open enrollment, early graduation, and private/home education) had no more than 10% of programs expecting decreases in student participation levels. On the other hand, survey respondents say they expect increases in student participation next year for over half the programs in 9 of 14 Options/Choices program types.

This information for all the types of programs is given on the next page in TABLE 5. Below the table are lists of the program types with the primary reason respondents gave for expecting the increases they report. All but 2 of the programs for which reasons were offered tied expected increases in student participation levels to perceptions that administrative commitment to the program had increased and knowledge of future program expansion.

TABLE 5

Projected Changes in Participation Levels

TYPE OF OPTIONS/CHOICES PROGRAM	PERCENT EXPECTING PROGRAMS TO: DECREASE	STAY SAME	INCREASE
Administrative Enrollment Shift	0.0%	50.0%	50.0%
Advanced Placement	10.3%	37.9%	51.7%
Alternative School	5.6%	50.0%	44.4%
Concurrent Enrollment	0.0%	30.2%	69.8%
Controlled Open Enrollment	5.6%	66.7%	27.8%
Early Graduation	6.3%	31.3%	62.5%
Magnet School	0.0%	33.3%	66.7%
Open Enrollment	0.0%	37.5%	62.5%
Planning/Outcomes Option	0.0%	50.0%	50.0%
Private/Home Education	9.1%	86.4%	4.6%
School-within-a-school	0.0%	0.0%	100.0%
Student Empowerment Program	0.0%	42.6%	53.3%
Teacher-initiated Program	0.0%	50.0%	50.0%
Vocational Center	0.0%	26.1%	73.9%

Primary Reason Given for
Expecting Change in Participation Levels

A. TYPE OF OPTIONS/CHOICES PROGRAM:
1) School-within-a-school, 2) Magnet School, 3) Vocational Center, 4) Alternative School, 5) Open Enrollment, 6) Controlled Open Enrollment, 7) Concurrent Enrollment, 8) Advanced Placement, 9) Planning/Outcomes Option, 10) Student Empowerment Program.

PRIMARY REASON TO EXPECT CHANGE IN PARTICIPATION LEVELS:
More Administrative Commitment to Program;
Expansion of Program or Facility.

B. TYPE OF OPTIONS/CHOICES PROGRAM:
1) Early Graduation

PRIMARY REASON TO EXPECT CHANGE IN PARTICIPATION LEVELS:
Change in District or State Support for the Program.

C. TYPE OF OPTIONS/CHOICES PROGRAM:
1) Teacher-initiated Program

PRIMARY REASON TO EXPECT CHANGE IN PARTICIPATION LEVELS:
Projected Economic Demand.

In order to know more about who is participating in Options/ Choices programs in Utah, data were collected and analyzed on the kinds of students involved in these programs. Briefly, high achievement students naturally dominate advanced placement, concurrent enrollment, early graduation, magnet schools, and, interestingly, teacher-initiated options. Three-fourths of the students in alternative schools are described as "at-risk," "behavior problems," or "possible dropouts" even though survey respondents said they saw more diversity among those enrolling in alternative schools. It is also interesting to note that only 29% of the vocational center programs report "trade or job-skill oriented students" as the primary participants suggesting a greater diversity of students making use of the vocational centers than might have been expected. The 4 school-within-a school programs each report primary participation by a different group. Finally, survey respondents describe "families with a particular religious or social preference" as the primary group utilizing private/home education in over 60% of the programs. These data summaries are given below and on the next few pages in TABLES 6A and 6B, TABLES 7A, 7B, and 7C, and in FIGURES 2A and 2B.

TABLE 6A

Types of OPTIONS/CHOICES PROGRAMS
That Are Attracting HIGH ACHIEVEMENT STUDENTS

TYPE OF OPTIONS/CHOICES PROGRAM	% of Programs Reporting Primary Participation by the Following KINDS OF STUDENTS: ACADEMICALLY-TALENTED;COLLEGE-BOUND; LEADERS	STRONG COMMITMENT; HIGHLY MOTIVATED; ENTHUSIASTIC;
Advanced Placement	76%	24%
Concurrent Enrollment	59%	25%
Early Graduation	50%	50%
Magnet School	67%	33%
Teacher-initiated Pgm.	100%	0%

TABLE 6B

Selected Types of OPTIONS/CHOICES PROGRAMS
and Participation in Them by
AT-RISK STUDENTS Or LOW-INCOME STUDENTS Or MIXED GROUPS

TYPES OF OPTIONS/CHOICES PROGRAMS	Percent of Programs Reporting Primary Participation by the Following KINDS OF STUDENTS: AT-RISK; BEH. PROBLEMS POS. DROPOUTS	LOW-INCOME; ECONOMIC DISADVANTAGE	ALL KINDS OF STUDENTS
Alternative School	75%	10%	5%
Controlled Open Enrollment	5%	0%	37%
Open Enrollment	25%	13%	38%
Planning/Outcomes Option	0%	0%	100%
Student Empowerment Program	0%	0%	67%

TABLE 7A

KINDS OF STUDENTS Participating in
the 4 SCHOOL-WITHIN-A-SCHOOL Programs Operating in Utah

KIND OF STUDENT	% of SCHOOL-WITHIN-A-SCHOOLs Reporting Primary Participation by Each KIND OF STUDENT
Academically-talented; College-bound; Leaders	25%
Low-income; Econ. Disadvantaged	25%
Highly-motivated; Enthusiastic	25%
All Kinds of Students	25%

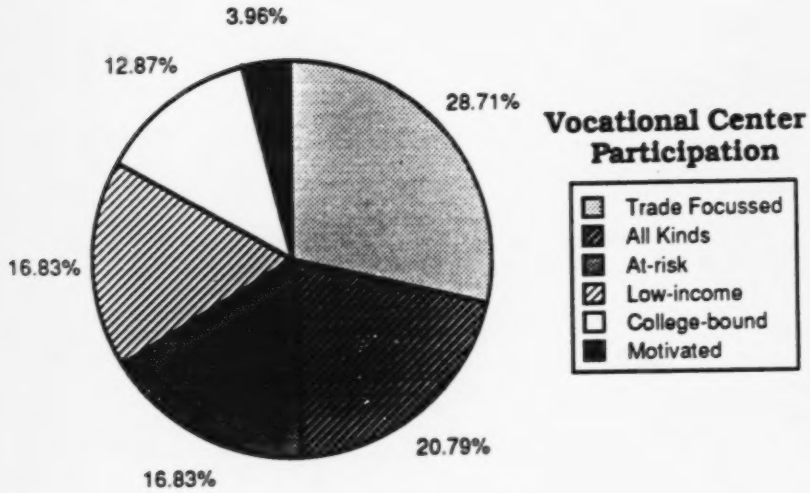

FIGURE 2A

TABLE 7B

KINDS OF STUDENTS Participating in
the 24 VOCATIONAL CENTERS Operating in Utah

KINDS OF STUDENTS	Percent of VOCATIONAL CENTERS Reporting Primary Participation By Each Kind of Student
Trade or Job-Skill Oriented	29%
All Kinds of Students	21%
At-risk; Potential Dropouts; Behavior Problems	17%
Low-income; Econ. Disadvantaged	17%
Academically-talented; College-bound; Leaders	13%
Highly-motivated; Enthusiastic	4%

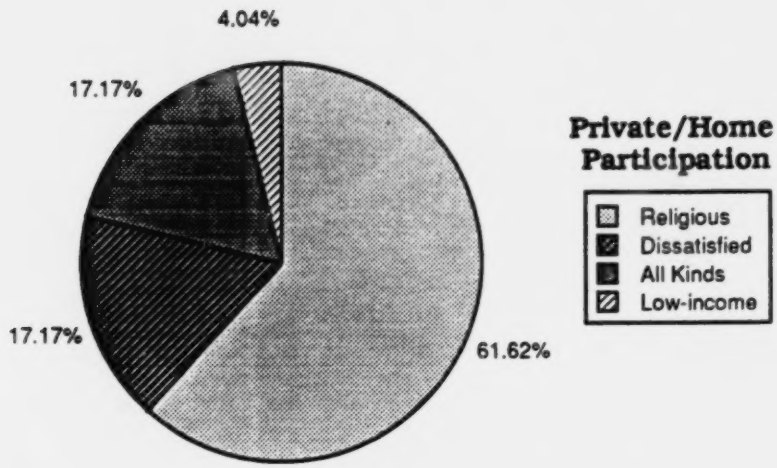

FIGURE 2B

TABLE 7C

KINDS OF STUDENTS Participating in
the 23 PRIVATE/HOME EDUCATION Programs Operating in Utah

KIND OF STUDENT	% of PRIVATE/HOME EDUCATION Programs Reporting Primary Participation By Each KIND OF STUDENT
Families with Particular Social or Religious Preferences	61%
Dissatisfied Families; Parents Don't Like School Programs	17%
All Kinds of Students	17%
Low-income; Econ. Disadvantaged	4%

The Utah State Survey was designed to elicit cost information from the districts, AVC's, and colleges and universities. Respondents were first asked for per student costs (or total dollar costs with which these could be computed with participation level data). Those unable to provide per student costs were asked to give estimates of percentage breakdowns of costs to families, the districts, and to the state.

The clearest finding from this aspect of the data collection effort is that respondent sites have great difficulty determining program costs for Options/Choices practices. For example, the researchers were able to obtain dollar costs for only 53 of the 206 Options/Choices programs (26%). A number of explanations were offered for the difficulty of obtaing cost data (e.g., program costs are embedded in larger budgets, program costs are scattered across various budgets, accounting systems are organized by source of budget, not program of expenditure, etc.). This high level of missing data persisted in spite of concerted efforts by survey respondents to determine cost amounts. TABLES 8A and 8B summarizes the per student cost information that was obtained.

TABLE 8A

Respondent* Estimates of PER STUDENT COSTS
IN UTAH for Each Options/Choices Program Type

	Average Per Student COST TO FAMILIES	Average Per Student COST TO DISTRICTS	Average Per Student COST TO THE STATE
Admin. Enrollment Shift	--	--	--
Advanced Placement	$27	$142	$91
Alternative School	$32	$970	$1451
Concurrent Enrollment	$251	$431	$815
Controlled Open Enroll.	$168	$213	$44
Early Graduation	$0	$888	$625
Magnet School	--	$1272	--
Open Enrollment	$829	$0	$22
Planning/Outcomes Option	--	--	--
Private/Home Education	$50	$1172	$0
School-within-a-school	$900	--	$333
Student Empowerment Pgm.	$0	$19	$74
Teacher-inititated Pgm.	$0	$10	$0
Vocational Center	$156	$133	$350

*Survey Respondents were Unable to Provide Per Student Costs for All Programs. The Data Above Represent Cost Estimates for 26% of the Options/Choices Programs in Utah (or 53 of 206 Options/Choices Programs operating in Utah).

TABLE 8B

Respondent Estimates of AVERAGE OVERALL COSTS
IN UTAH for Each Type of Options/Choices Programs

TYPE OF OPTIONS/CHOICES PROGRAM	AVERAGE COST PER STUDENT
Admin. Enrollment Shift	NA
Advanced Placement	$260
Alternative School	$2453
Concurrent Enrollment	$1497
Controlled open-enroll.	$425
Early Graduation	$1513
Magnet School	$1272
Open-enrollment	$851
Planning/Outcomes Option	NA
Private Home Education	$1222
School-within-a-school	$1233
Student Empowerment Pgm.	$93
Teacher-inititated Pgm.	$10
Vocational Center	$639

*Survey Respondents were Unable to Provide Per Student Costs for All Programs. The Data Above Represent Cost Estimates for 26% of the Options/Choices Programs in Utah (or 53 of 206 Options/Choices Programs operating in Utah).

Additional cost information from survey respondents is given on the next three pages. Again, the point should be emphasized that respondents in the districts, AVC's, and colleges and universities made a concerted, good faith effort to produce reliable cost information within the time frames they had. The incompleteness of data is more a function of the difficulty in producing it within current organizational practices than it is any hesitation to produce it. State Survey interviewers report willingness and cooperation but say cost information is just not readily, easily available.

TABLE 9

Respondent* Estimates of
PERCENTAGE BREAKDOWNS OF PROGRAM COSTS IN UTAH
To The Family, The District, and The State
For Each Type of Options/Choices Program

	Average % OF PROGRAM COST PAID BY FAMILIES	Average % OF PROGRAM COST PAID BY DISTRICTS	Average % OF PROGRAM COST PAID BY THE STATE
Admin. Enrollment Shift	0%	0%	100%
Advanced Placement	35%	22%	44%
Alternative School	0%	41%	59%
Concurrent Enrollment	47%	40%	13%
Controlled open-enroll.	55%	0%	45%
Early Graduation	50%	50%	0%
Magnet School	1%	27%	72%
Open-enrollment	25%	0%	75%
Planning/Outcomes Option	--	--	--
Private Home Education	95%	5%	0%
School-within-a-school	0%	0%	100%
Student Empowerment Pgm.	0%	13%	88%
Teacher-inititated Pgm.	--	--	--
Vocational Center	21%	15%	64%

*Those Respondents Unable to Provide Per Student Costs for Programs Were Asked to Estimate % Breakdowns for Programs. The Data Above Represent Cost Breakdowns for 19% of the Options/Choices Programs in Utah (or 40 of the 206 Options/Choices Programs Currently Operating in Utah).

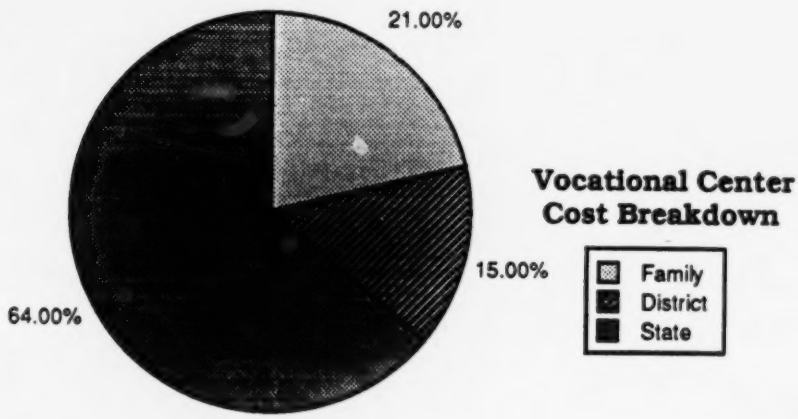

FIGURE 3A

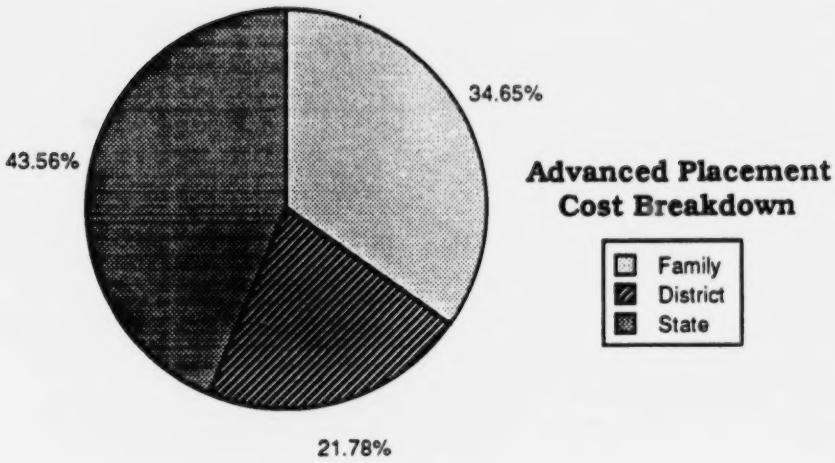

FIGURE 3B

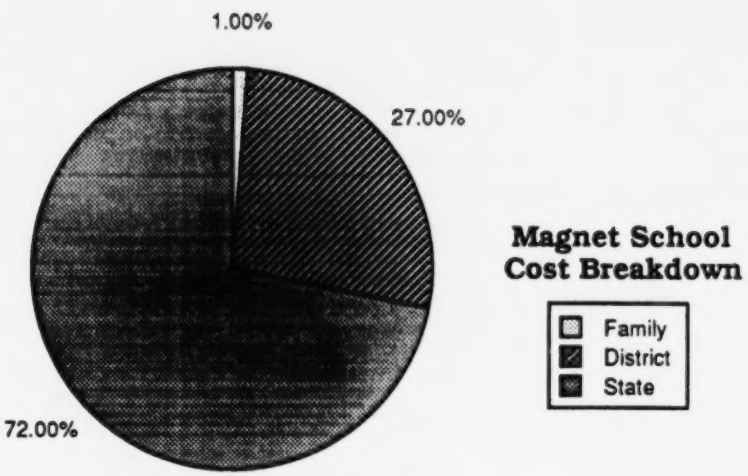

FIGURE 3C

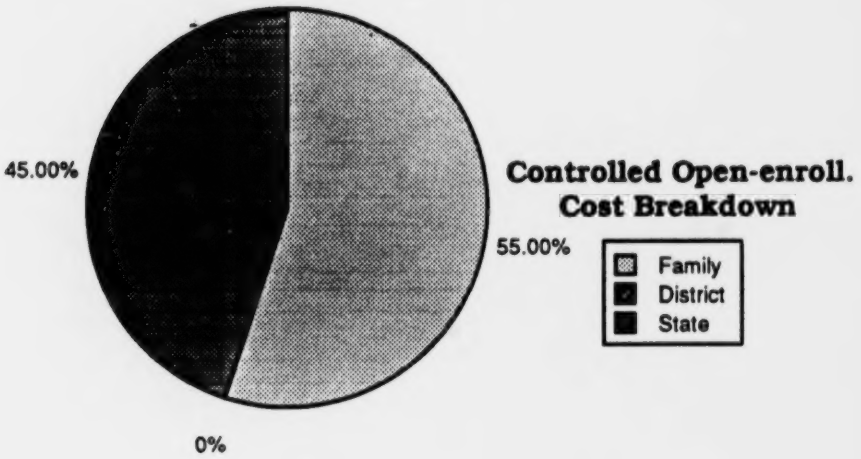

FIGURE 3D

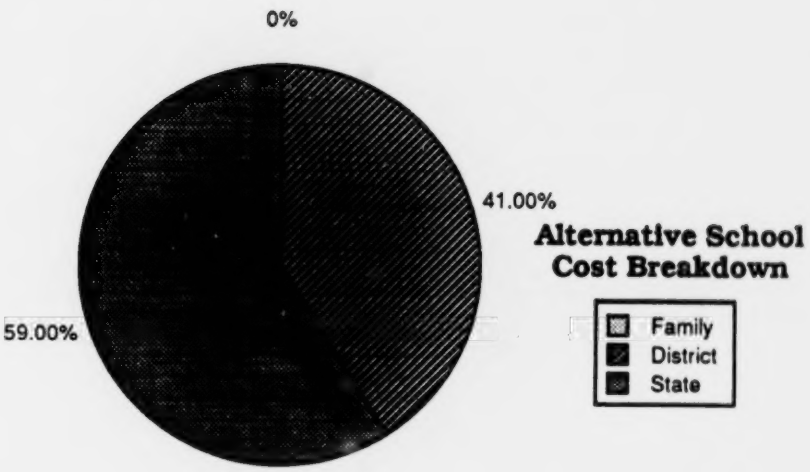

FIGURE 3E

TABLE 10

Respondent COMMENTS ABOUT COST
OF OPTIONS/CHOICES PROGRAMS In Utah

TYPE OF OPTIONS/CHOICES PROGRAM	Percent of Programs About Which Respondents Made the Following Comment: COST UNKNOWN; WE DO NOT TRACK COSTS	STATE AND DISTRICT FUNDS "HOPELESSLY INTERMINGLED"	SOME FEDERAL FUNDS ASSIST
Admin. Enrollment Shift	0%	0%	0%
Advanced Placement	5%	0%	0%
Alternative School	46%	9%	18%
Concurrent Enrollment	35%	4%	4%
Controlled Open Enroll.	0%	8%	0%
Early Graduation	15%	0%	0%
Magnet School	0%	33%	0%
Open Enrollment	50%	0%	0%
Planning/Outcomes Option	0%	0%	0%
Private/Home Education	0%	0%	0%
School-within-a-school	50%	50%	0%
Student Empowerment Pgm.	17%	0%	14%
Teacher-inititated Pgm.	100%	0%	0%
Vocational Center	43%	14%	7%

Information about the governance of Options/Choices programs in Utah suggests that these programs operate for the most part under a shared governance system. This information, along with respondents' desires about governance changes, is contained in the following two tables.

TABLE 11A

Reports of the Utah Sites on the
CURRENT GOVERNANCE STATUS OF OPTIONS/CHOICES PROGRAMS

TYPE OF OPTIONS/CHOICES PROGRAM	SHARED GOVERNANCE	SITE-BASED MANAGEMENT	BOTH
Admin. Enrollment Shift	0%	50%	50%
Advanced Placement	59%	30%	11%
Alternative School	80%	20%	0%
Concurrent Enrollment	82%	11%	7%
Controlled open-enroll.	78%	22%	0%
Early Graduation	67%	33%	0%
Magnet School	67%	33%	0%
Open-enrollment	88%	13%	0%
Planning/Outcomes Option	100%	0%	0%
Private/Home Education	63%	26%	11%
School-within-a-school	33%	67%	0%
Student Empowerment Pgm.	78%	11%	11%
Teacher-inititated Pgm.	50%	0%	50%
Vocational Center	88%	8%	4%

TABLE 11B

Percentage of Programs in Which
CHANGE IN GOVERNANCE IS DESIRED By Districts
and Other Institutions in Utah
For Each Type of Options/Choices Program

TYPE OF OPTIONS/CHOICES PROGRAM	NO CHANGES DESIRED	SOME CHANGES DESIRED
Admin. Enrollment Shift	100%	0%
Advanced Placement	85%	15%
Alternative School	90%	11%
Concurrent Enrollment	68%	32%
Controlled Open Enroll.	83%	17%
Early Graduation	87%	13%
Magnet School	100%	0%
Open Enrollment	88%	13%
Planning/Outcomes Option	100%	0%
Private/Home Education	64%	36%
School-within-a-school	50%	50%
Student Empowerment Pgm.	67%	33%
Teacher-inititated Pgm.	100%	0%
Vocational Center	83%	17%

Survey respondents were also asked about the issue of equity in the operation of Options/Choices programs. Their responses were rich, complex, and varied. To reduce and quantify these responses, then, would be to lose the very features of the data that make them compelling. Consequently, the decision was made to characterize the data in a narrative summary. More precisely, the responses were sorted by program and then again by response content in order to generate the profiles that follow. The programs discussed below are those with at least three responses to question concerning equity. The programs not discussed, in other words, are those in which fewer that three respondents cited equity as in any way related to the administration of the program.

Advanced Placement

The responses gathered concerning equity in advanced placement programs contained several unique features when compared with the general response pool. First, of the nine respondents who indicated that equity was an issue in the administration of advanced placement programs (a total of thirty-one advanced placement programs were identified), five cited economics, gender, or racial/ethnic inequities. Two respondents, for instance, observed that while the opportunity exists, no minority student has participated in the program so far. Another respondent commented on the general lack of female students in mathematics and science programs and reported an increasing effort to recruit female students into these areas.

Second, three respondents noted that access to the program was available to any student who could meet the prerequisites. No comments were made by these respondents concerning differential access to prerequisite courses. Along related lines, one respondent commented that advanced placement courses were less available in high schools with few college bound students.

Finally, geographic issues were mentioned. In the case of one respondent, geography played a part insofar as advanced placement courses were only available in one high school in the district. In another case, the increased use of telecommunications systems widened student access to advanced placement courses. These technological applications tend to benefit rural districts in particular.

Alternative School

Data were collected on nineteen alternative schools. Five of the nineteen respondents reported that equity was an issue in the implementation of the alternative school program. Four of these responses concerned geographic equity. In three

cases, the problem centered on the difficulties certain eligible students had in reaching the alternative school site. One of these respondents indicated that a change in the alternative school site had eased the problem considerably. In the fourth case, it was noted that students from a neighboring community were being allowed to attend the school at their request and thus managing potential equity problems.

Another respondent pointed to a potential equity problem as it relates to special education students. Following federal guidelines, such students are excluded from the alternative school.

The remaining fourteen respondents reported that equity was not an issue in operating the program and commented that the program allowed for open access (thirteen respondents) or that the proportions of female and minority students enrolled in the program matched such proportions in the district at large (one respondent).

Concurrent Enrollment

Of the forty-five responses collected concerning the concurrent enrollment program, thirteen pointed to equity as a significant issue. Five respondents highlighted geographic equity as a factor. Essentially, those qualified students whose families cannot afford the time or money needed to transport students to a college or university are not participating. Five other respondents noted that students must have the relevant prerequisite courses, be able to meet the entrance requirements set by the college or university, be well versed in "fundamentals," and/or be able to work with minimal supervision in order to be admitted. One respondent reported that, while the opportunity is available, minority students, "do not take full advantage of the option," and another reported that the program at his/her site tends to contain mostly male students because of the "nature of the courses." Finally, one respondent noted that students in rural districts were restricted from programs made more widely available to urban students by both geographical distance and lack of funding provided to rural areas.

The remaining thirty-two respondents reported that equity was "not an issue" or posed "no problem."

Controlled Open Enrollment

Nineteen controlled open enrollment programs exist in the sites surveyed. In nine of these programs, equity was identified as an issue. Geographic issues were the most widely cited (five respondents). The lack of transportation provided to students for attending the school of choice was cited as a factor inhibiting equal access to the program. One respondent observed the connection between transportation availability and

family income: Students whose families cannot bear transportation costs are effectively excluded. Another respondent reported access inequities caused by high enrollments in one half of the district and dropping enrollments in the other. Students living in the less crowded half of the district but wishing to attend schools in the more impacted half, are often turned down because of the lack of available space in crowded school requested.

In two cases, gender emerged as an equity issue. Although one respondent noted that the program was open to any interested student, he/she also observed that only males had participated to date. The other respondent commenting on gender equity reported that certain vocational programs operating with a controlled open enrollment policy (e.g., nursing) tended to be female dominated.

Early Graduation

Three respondents commented on equity as it relates to the administration of early graduation programs (a total of seventeen early graduation programs were identified). In two cases, the equity issues cited concerned geography and economics. As one respondent phrased the matter, young students often cannot live away from home and thus cannot attend their college or university of choice if that college or university is not in commuting distance. As a result, such students are effectively barred from the early graduation option. Another respondent noted that students whose parents cannot pay college tuition for an early graduate tend not to participate. The assumption underlying both these responses is that early graduation presents itself as an option for accelerated and/or college bound students.

One respondent reported that the local school board is not willing to provide greater access to this option for students in the district. As a result, potentially eligible students are not approved for this program. Finally, one respondent claimed that allowing students to graduate early became a political issue: District officials felt students were ill-prepared for early release whereas parents disagreed.

Magnet School

Three magnet schools were identified in the sites surveyed and in all three cases, geographic equity was mentioned as an issue. All three respondents commented that students whose parents who can afford the time and money to transport them to the magnet school have greater access than those students whose parents operate under greater financial and temporal constraints. One respondent noted that parents who do not have much educational background tend not to encourage their children to take advantage of the magnet school option whereas more educated parents do. This same respondent indicated that few minority or female students participate in the program.

Vocational Center

Of the twenty-four responses gathered concerning vocational centers, eleven cited equity as an issue. Issues of geography and gender were mentioned most frequently. Six respondents noted that commuting times of as much as an hour each way in some cases, made it difficult for students living far from the center to attend. One respondent did note that the availability of public transportation alleviated some of the distance problem while two others commented that increased use of telecommunication systems and "mobile classrooms" also allowed for greater access. This method of providing greater access has proven to be especially beneficial in rural areas.

Although reporting a fairly balanced enrollment in terms of student gender, three respondents reported that female students tend not to participate in certain traditionally male dominated programs (e.g., welding). However, two respondents indicated that they are making greater efforts to recruit female students into these programs via career counseling and, more generally, by providing such services as day care.

Racial/ethnic equity is being maintained in one site by the offering of "numerous ESL courses" and in another by active recruitment of Native American students

Taking the foregoing response profiles as a whole, the following conclusions and issues emerge as most central. First, and perhaps most obviously, most respondents, across program category, claimed that equity was not an issue. This finding may be due to the relatively wide range of working definitions the respondents attached to the term, "equity." Interviewers reported that many respondents had difficulty defining equity or determining how it was being managed at their location. That is, some respondents took equity to mean "fairness;" others took it to mean the lack of official, policy barriers; and still others took it to mean a matching of enrollment proportions to those in the district at large. For other respondents, the concept appeared to have little meaning or relevance given the relative homogeniety of the student populations in question.

Second, many respondents described the general demographic characteristics of their student population without discussing how, precisely, they go about maintaining or reconfiguring their pattern of student access or participation. For a number of respondents, equity was not portrayed as something to be actively pursued.

Third, geographic equity stands out as a common area of concern. At the heart of this concern lies the perceived lack of transportation provided to students. Transportation problems, then, create a situation in which students from more affluent and/or committed families have greater access to

choice programs. This particular pattern of differential access is not seen as stemming from the philosophy underlying or administrative decisions surrounding choice programs per se. Nevertheless, the limits placed on state funded transportation does impact the accessibility of choice programs to all students.

Finally, the equity issues raised in discussions of advanced placement and concurrent enrollment suggest a certain ambiguity or complexity in determining how equity should be pursued. That is, to claim that a program such as concurrent enrollment is open to any student with the necessary academic foundation leads to questions concerning the availability of such a foundation. Are such preparatory courses/programs also widely accessible? Are active attempts made to recruit students of all sorts into them? Where, in other words, are the "boundaries" of a choice program of this nature? Issues of this sort also emerge when examining the reported underrepresentation of female students in "nontraditional" courses of study. In the context of administrating choice programs, does equity involve realigning "traditional" societal imbalances or is it sufficient to simply mirror existing arrangements? These sorts of issues were both mentioned by the respondents and implied in the general shape of their responses.

In addition to governance and equity, the Utah State Survey sought to collect information on the interaction of Options/Choices programs with other reform practices in schools. Each respondent was asked to comment on the interface between a list of six reform practices and each choice program identified. They were asked to choose the most relevant reform practices and discuss its relationship to the program in question. Below, each reform is discussed in terms of its most significant connections to various choice programs.

Facility Utilization and Scheduling

(1) Alternative School: Overall, respondents felt positively about how this program affected facility use. For instance, certain districts were able to utilize an otherwise vacant building to relieve pressure on secondary schools. Also, separate schools allowed for year-round, after hours, and other flexible scheduling procedures.

(2) Vocational Center: School districts reported positive effects on facility utilization. High schools ease crowding by having vocational students attend an allied facility. On the other hand, vocational centers claimed to be using their facility to full capacity. Some schools upgraded their technological acquisitions by centralizing vocational activities. Scheduling became an issue especially given the open entrance/exit policy of many vocational programs. The centers feel they must have scheduling reform to best utilize existing facilities. Scheduling transportation to and from high schools and centers seem to be a problem for some respondents.

(3) Controlled Open Enrollment: Some school districts reported a positive relationship to facility utilization. This program enabled districts to take pressure off crowded schools and maintain 70% utilization requirement in other schools. In terms of scheduling, the program causes some enrollment difficulties in larger districts. These districts complained of having to rearrange schedules to meet student requests after the school year had begun.

(4) Concurrent Enrollment: School districts appreciated how this program freed up space in the high schools. However, they reported an occasional difficulty finding space to hold college courses on high school campuses. Some colleges and universities found this program to allow for a cost-effective use of campus space. This program was reported to be a creative way to schedule students (colleges, for instance, do not need to provide additional courses over and above their normal schedule).

(5) District Mandated Enrollment Shift: One district observed that this program takes pressure off crowded secondary schools.

Career Ladders and Differential Staffing

(1) Alternative Schools: Respondents reported a positive impact from this program. One district noted that they provide a special career ladder for alternative school teachers. Career ladder money also helps fund alternative school teachers, providing an incentive for them.

(2) Advanced Placement: Many districts noted that career ladder teachers are promoted to advanced placement courses. Teachers see this as a challenging and rewarding assignment. To be eligible, teachers need to upgrade their skills which bears directly on the quality of the program.

(3) Magnet School: The most compelling response in this category was: "Teachers are doing additional activities to prepare themselves. They better themselves and the program."

(4) Parent/Student Empowerment: This program has resulted in suggestions regarding the reorganization of the ladder. For instance, the program in one district led to a move to put non-teaching staff on the career ladder. This was viewed positively.

Curriculum Reform

(1) Private/Home Education: Respondents indicate some conflict: "their [home education] kids aren't getting [a] good education. We've had a hard time getting curriculum to match school district's curriculum." As a result, districts often provide "goals to families so they can keep them [home students] up to date with school curriculum."

(2) Alternative School: According to some respondents, this program requires them to design curriculum to design students needs. This is fairly easy for them to accomplish because the alternative school "program is smaller." The smaller size allows administrators to individualize the curriculum and to set their own standards while staying within state and district requirements.

(3) Magnet School: One district reported, "individualism and pacing is a real issue. These kids consume faster but need to master program skill, not just act like they can." Another district commented that the relationship between this program and the move toward curriculum reform enables the school to offer more choices and provide an "enriched" program.

(4) Vocational Center: The vocational centers seemed to be the most interested in this reform. They noted that their curriculum objectives were driven by the needs of local industry. Therefore, they review their curriculum regularly in response to these needs. One district reported that a positive interface as curriculum reforms enable a matching between courses offered and student needs.

(5) Concurrent Enrollment: This program was found to provide an opportunity for districts to offer courses in addition to the regular curriculum. In one case, a respondent mentioned the need to reorganize credit and course requirements to accommodate students in this program. Some districts are working to create a closer linkage between course offerings and college/university requirements.

(6) Parent/Student Empowerment: One district remarked that "courses have been changed to correspond with [parent/student] suggestions--[the] math program, for example." Furthermore, another district reinforced this observation and stated," [we] have used parent groups in making decisions [about course offerings]."

(7) Controlled Open Enrollment: This program could lead to the development of a school-within-a-school due to enrollment pressures in the district, said one respondent.

(8) Early Graduation: Respondents indicated that curriculua have been changed to accommodate early graduation. One respondent noted that more procedures were needed for students to "test out" of courses.

Technology Applications

(1) Advanced Placement: "Distance learning" was the most frequently mentioned technological application to this program. This enhanced AP offerings in smaller, rural districts. Computers were funded in several districts specifically for the instruction of AP students.

(2) Alternative School: Technology is used in this program to supplement the core curriculum as well as for individualized instruction. One district mentioned a computerized lab has complemented regular classroom instruction.

(3) Early Graduation: Through the use of technology, districts and vocational centers are able to offer more classes, thus allowing students to graduate early. Distance learning has also given additional options to students.

(4) Vocational Center: Respondents frequently mentioned how important technological applications are to vocational learning. Vocational centers often use state-of-the-art equipment that regular schools could not afford to keep up. Technology also introduces students to "real world" applications in a "hands on" environment.

(5) Concurrent Enrollment: Respondents commented on the expense of providing needed technology for completion of college course work. They reinforce this by mentioning that it is, "challenging to provide opportunities to all students," due to budgetary constraints. Distance learning was again mentioned as a benefit to students in rural districts.

At-Risk Reforms

(1) Teacher Options: There was only one respondent in this category who stated that this program gives teachers, "a greater repertoire of strategies for 'hard-to-teach' students."

(2) School-Within-A-School, Alternative School, Vocational Center: These programs can be grouped because of their obvious and oft-cited connection to at-risk students. Numerous respondents commented that the alternative school, for instance, draws directly from the at-risk population. Without these programs, respondents believed that many students would be lost. The vocational centers offer viable choice to disadvantaged and underprivileged students in particular.

(3) Concurrent Enrollment: Oddly, this program was mentioned often as a motivational force for at-risk students. One vocational center respondent observed that concurrent enrollment with the vocational center gives some at-risk students interesting, practical, nontraditional alternatives to a standard curriculum. Offering such alternatives has led vocational centers as well as high schools to reassess their graduation requirements.

(4) Magnet Schools: One respondent observed that magnet schools have the interesting effect of challenging "high ability" students such that they are more likely to stay in school. The respondent noted that dropping out (or being classified as at-risk) is often the result of talented student's needs and energy not being utilized in secondary school.

(5) Parent/Student Empowerment: One of the three respondents in the category mentioned how difficult it is to empower these students and their families.

(6) Controlled Open Enrollment: Often, at-risk students utilize this option as a preventive measure. Being permitted to relocate has allowed these students to have a different educational experience in a new school.

Secondary Schools Restructuring

(1) Magnet Schools: As a preventative measure for at-risk students, one district has hired a coordinator to work gifted students through secondary schooling.

(2) Early Graduation: One respondent noted that early graduation programs are themselves necessitate a certain amount of restructuring. By contrast, another district reported their attempts to expand their curricular options to decrease students' perceived needs to graduate early.

(3) Concurrent Enrollment: A number of respondents noted the "close partnership" between this program and restructuring efforts. Secondary schools must reorganize their credit requirements to allow students to advance as they are capable. Furthermore, it was noted that this program has the potential to strengthen the collaborative efforts between secondary and post-secondary schools. Finally, a vocational center noted that their programs have been enhanced due to increased student access.

Outcome-Based Education

(1) Alternative School, Vocational Center: Many respondents classified their alternative school program as "competency/mastery based." Graduation is contingent upon a student's ability to demonstrate competence which leads the school to be accountable for its curriculum. This program was also described as being individualized to student needs and ability level. The OBE philosophy is used to set goals for vocational programs.

(2) Magnet School: According to one respondent, this program is compatible with OBE objectives. However, this respondent pointed to the need to develop methods of testing and evaluation to assure that students are actually mastering material. These procedures are being developed by teachers who are held accountable for results

(3) Controlled Open Enrollment: The freedom to choose schools is a means by which students can achieve appropriate educational outcomes, according to one respondent. This is particularly relevant when desired programs are not available in local schools.

(4) Early Graduation: As one respondent commented, early graduation is indirectly related to OBE insofar as it allows for students to complete their course of study in their own time.

(5) Planning/Outcomes Options: "We identify outcomes for individual students--course selection is determined by identified outcomes," one respondent claimed.

(6) Advanced Placement: Respondents noted that college and university mandates drive curriculum. Moreover, accountability can be determined by comparison of test results in a district against national averages. AP courses are geared toward the accomplish of a specific outcome.

Finally, respondents to the Utah State Survey were asked about their levels of satisfaction, both with the individual Options/Choices programs operating at their sites and with development of the issue of choice overall. As shown in TABLE 12, those who were surveyed had an overall positive level of satisfaction with Options/Choices development in Utah.

TABLE 12

Overall Attitude on Implementation and Functioning of Options/Choices Programs in Utah

	SCHOOL DISTRICTS	VOCATIONAL CENTERS	COLLEGES AND UNIV.
VERY SATISFIED	25.0% (10)	60.0% (3)	62.5% (5)
FAIRLY SATISFIED	52.5% (21)	20.0% (1)	25.0% (2)
UNCERTAIN; MIXED	17.5% (7)	20.0% (1)	0.0%
FAIRLY UNSATISFIED	5.0% (2)	0.0%	12.5% (1)
VERY UNSATISFIED	0.0%	0.0%	0.0%

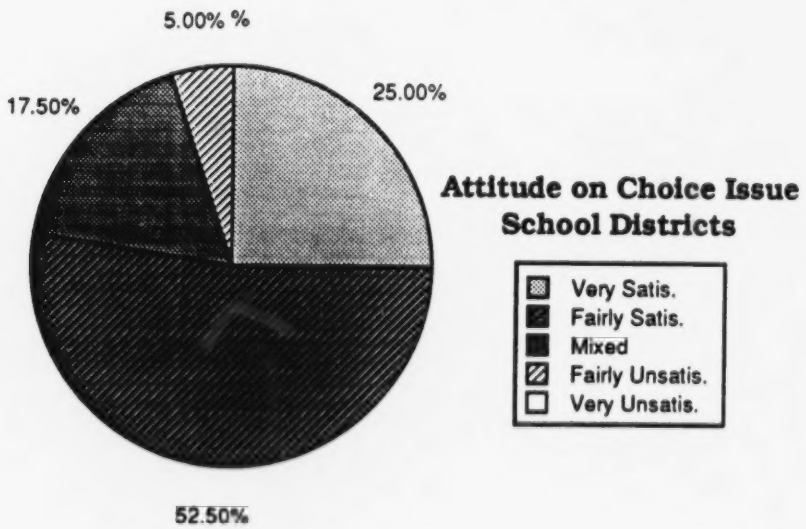

FIGURE 4A

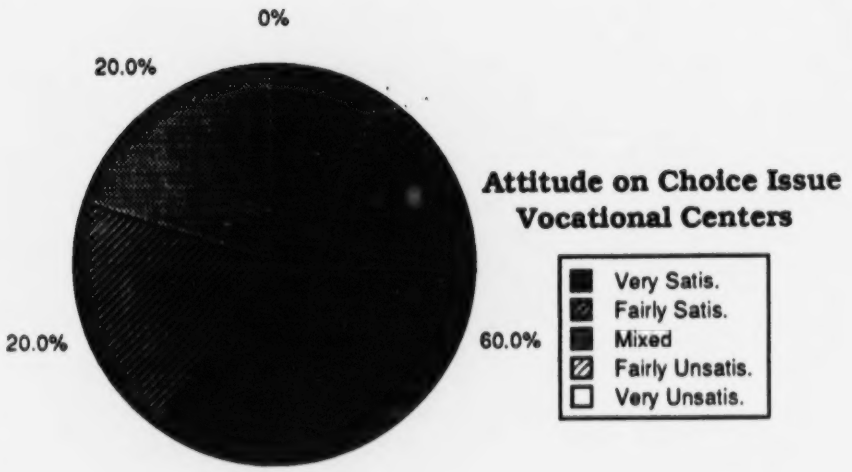

FIGURE 4B

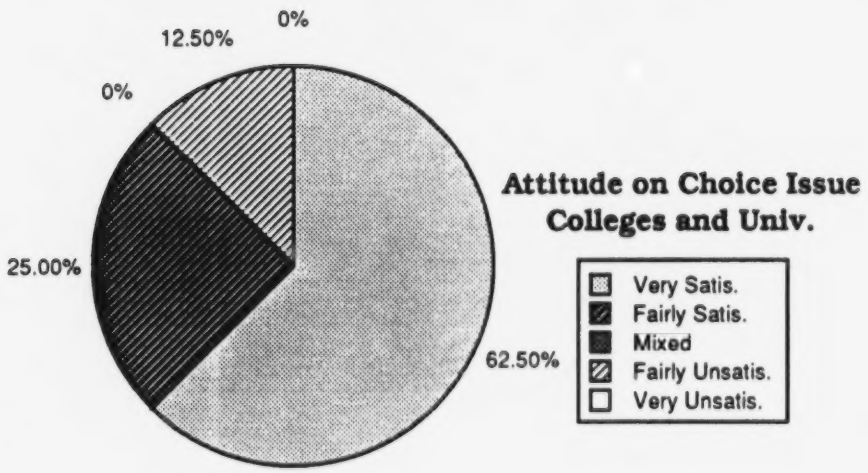

FIGURE 4C

Survey respondents were also asked to comment upon their experience with the Options/Choices programs operating in their district or institution. TABLE 13 the breakdown of these comments by the three types of institutions responding to the survey.

TABLE 13

Perceptions on the Issue of Choice in Education
Based on the Experiences at Respondent's Site

	SCHOOL DISTRICTS	VOCATIONAL CENTERS	COLLEGES AND UNIV.
Existing Options Working Well As Is	23.9% (11)	40.0% (2)	33.3% (3)
Choice is More Relevant in Larger/ Urban Districts	19.6% (9)	0.0%	0.0%
Programs Too Expensive to State/District	10.9% (5)	20.0% (1)	0.0%
Programs May Disrupt Equity; Must Be Available to All	8.7% (4)	20.0% (1)	0.0%
Needs of Students Should Be Paramount	8.7% (4)	0.0%	33.3% (3)
Could Cause Economic Strain (Unemployment)	6.5% (3)	0.0%	0.0%
Programs Difficult To Administer	6.5% (3)	0.0%	0.0%
Need More Parental Support	4.4% (2)	0.0%	22.2% (2)
Decisions on Choice Pgms. Best Made at District	4.4% (2)	0.0%	0.0%
Transportation is the Major Problem	4.4% (2)	0.0%	0.0%
Programs Neccessary for Disadvantaged Students	2.2% (1)	20.0% (1)	11.1% (1)

Response Counts Reflect 7 Respondents Who Made 2 Comments

The study also collected information about the attitudes and levels of satisfaction respondents expressed about each of the programs they are involved in. These data are presented in tabular form below. Graphic displays of satisfaction are given for selected Options/Choices programs in the six FIGURES that follow TABLE 14.

TABLE 14

RESPONDENT SATISFACTION WITH THE 206 OPTIONS/CHOICES PROGRAMS Operating in Utah
Averaged by Type of Options/Choices Program

TYPE OF OPTIONS/CHOICES PROGRAM	% of Programs For Which Respondents Expressed the Following Attitude: VERY/FAIRLY SATISFIED	MIXED; UNCERTAIN	VERY/FAIRLY UNSATISFIED
Admin. Enrollment Shift	100%	0%	0%
Advanced Placement	87%	7%	7%
Alternative School	100%	0%	0%
Concurrent Enrollment	86%	11%	2%
Controlled Open Enroll.	79%	16%	5%
Early Graduation	75%	25%	0%
Magnet School	100%	0%	0%
Open Enrollment	88%	13%	0%
Planning/Outcomes Option	100%	0%	0%
Private/Home Education	26%	30%	44%
School-within-a-school	100%	0%	0%
Student Empowerment Pgm.	89%	11%	0%
Teacher-inititated Pgm.	100%	0%	0%
Vocational Center	96%	4%	0%

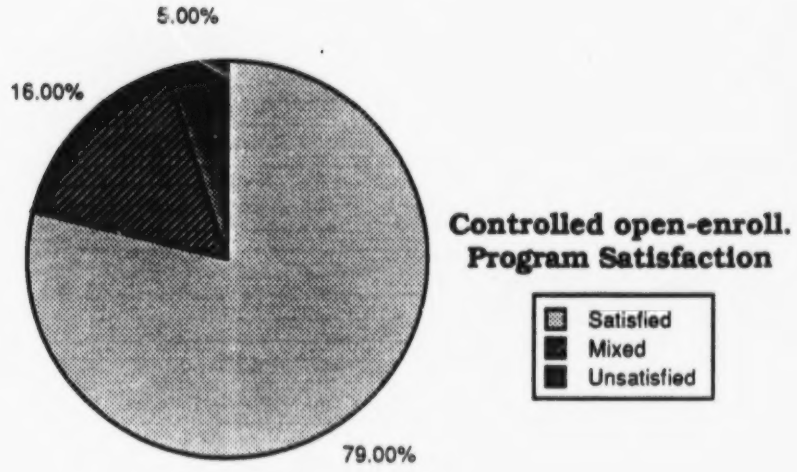

FIGURE 5A

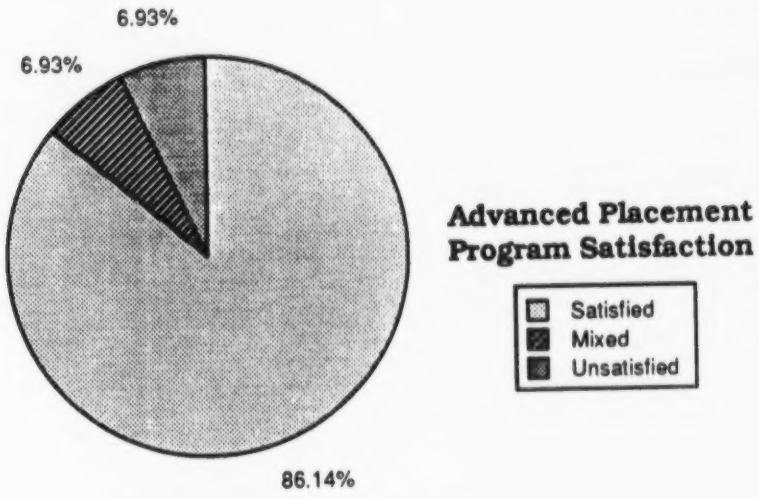

FIGURE 5B

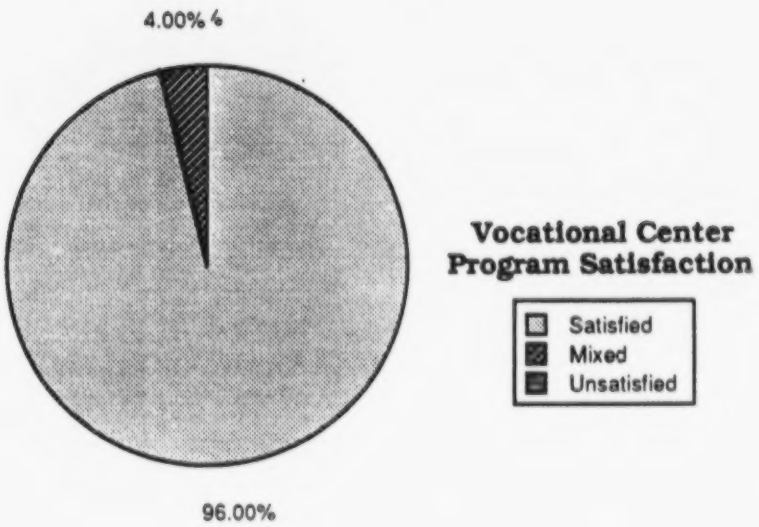

FIGURE 5C

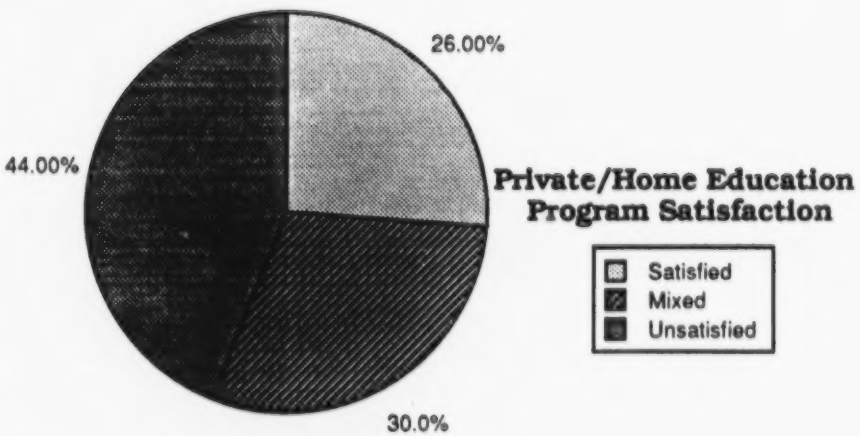

FIGURE 5D

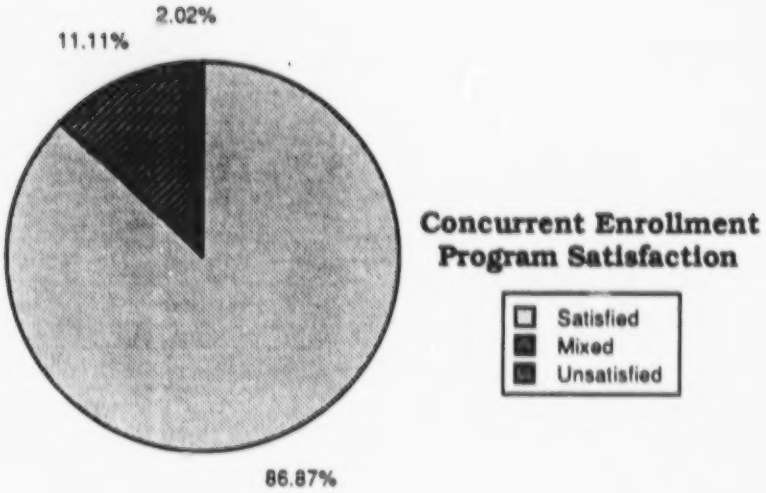

FIGURE 5E

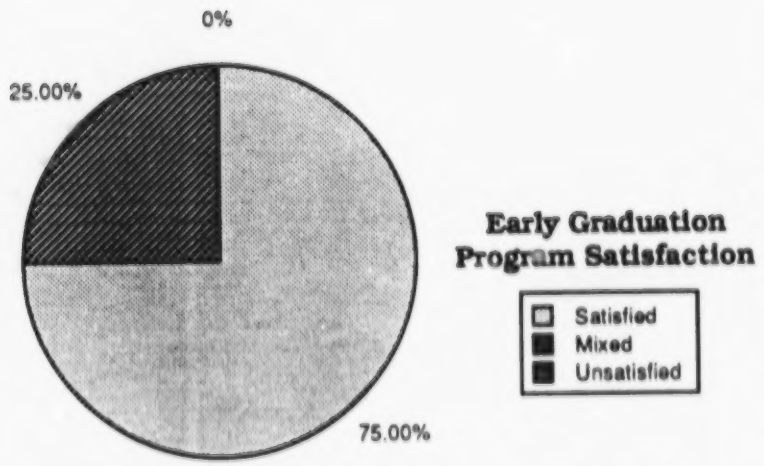

FIGURE 5F

National State-by-state Survey

The first thing interviewers in this study's National Survey learned is that interest in public school Options/Choices is widespread. As a state official in Washington told the interviewer, "I wish someone would do one good study on choice so all these people from all these different states wouldn't keep calling me." The state-by-state contacts that were made for this study revealed that at least 12 states other than Utah (Connecticut, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Mississippi, Pennsylvania, Rhode Island, South Carolina, and West Virginia) are either actively conducting studies or have developed a position paper, a task force, or policy group to seek greater choice in the public schools. The interviews conducted for this study seemed to indicate that many are enthusiastic about choice; they are less clear about what greater choice means for thier state's schools.

The simplest and primary product of the National State-by-state survey is a cataloging of the Options/Choices programs respondents in the states report are operating. These data are presented in a state-by-program grid on the next two pages.

Those familiar with previous studies on choice will notice that this grid contains Options/Choices programs for many states not usually mentioned in other research. Several factors seem to be at work here. First, direct contact with "the most appropriate person" in a given state seems to have enriched the data considerably. The primary interviewer for this study reports that information varies significantly from one state official to another within a given state. Second, this study has taken an open and comprehensive view of what can constitute "choice" in schools. As the approach in Utah is to explore and consider alternatives, few, including the researchers for this study, have reason to limit what choice can be to one kind of program or another. It appears that this more expansive view has produced "more choice activity" among the states than some previous works that operate with a more clearly defined approach.

Even with this, the current study has learned that much more programatic activity occurs at the district level than is typically reported, and perhaps known, at the state level. Utah's "line" in the National grid contains five or ten times the number of programs typically reported in the research literature for this state. That is because, of course, data was collected at the local levels. The effort and expense of obtaining such information prohibits researchers (including the current study's, except for Utah) from knowing the full range of activity in educational Options/Choices.

State	Intradistrict choice	School-within-a-school	Magnet school	Controlled open enrollment	Alternative schools local	Alternative schools regional	Alternative schools state	Vocational/Technical local	Vocational/Technical region	District-mandated enrollment shift	Interdistrict open enrollment - local	Interdistrict open enrollment - state	Early graduation	Post-secondary options	Advanced Placement	Concurrent Enrollment	Residential school/ Statewide high school	Voucher system	Private/Home education	Teacher initiated	Parent/Student empowerment	Planning/Outcomes options
Alabama			x												x		x		x			
Alaska	x				x						x			x	x		x		x			
Arizona			x		x						x			x	x	x			x			
Arkansas					x							*			x							
California	*	x	x		x	x		x	x		x	x			x					*	*	
Colorado	x		x		x						x	*		x	x	x						
Connecticut								x	x		x			x	x					x		
Delaware					x			x							x							
Florida			x		x			x	x	x				x	x							
Georgia			x		x										x							
Hawaii			x		x										x							
Idaho									x						x	x						
Illinois			x									*			x		x					
Indiana			x		x							*			x							
Iowa					x							x		x	x							
Kansas	x		x		x						x			x	x							
Kentucky			x					x			x				x					x		
Louisiana			x								x			x	x		x					
Maine					x			x	x	x	x			x	x	x						
Maryland			x				*							x	x							
Massachussetts	x		x	x				x			x			x	x					x		
Michigan		x	x									*		x	x	x	x			*		
Minnesota	x				x	x	x					x		x	x							
Mississippi			x								x				x		x					
Missouri			x		x						x			*	x							

State	Intradistrict choice	School-within-a-school	Magnet school	Controlled open enrollment	Alternative schools local	Alternative schools regional	Alternative schools state	Vocational/Technical local	Vocational/Technical region	District-mandated enrollment shift	Interdistrict open enrollment - local	Interdistrict open enrollment - state	Early graduation	Post-secondary options	Advanced Placement	Concurrent Enrollment	Residential school/ Statewide high school	Voucher system	Private/Home education	Teacher initiated	Parent/Student empowerment	Planning/Outcomes options
Montana	x		x		x						x				x	x			x			
Nebraska			x		x							x			x				x			
Nevada			x		x										x				x			
New Hampshire					x									x	x				x			
New Jersey	*		x		*	*						*		*	x	*			x			
New Mexico					x										x							
New York	x	x	x		x						x				x					x		
North Carolina			x		x	x				x	x			x	x		x					
North Dakota															x							
Ohio			x		x					x		x			x							
Oklahoma	x				x							x			x							
Oregon			x		x	x								x	x							
Pennsylvania			x		x	x	x				x			x	x							
Rhode Island			x		x	*			x						x	x				x		
South Carolina			x		x		*				x			x	x		x			x		
South Dakota			x		x										x							
Tennessee			x		x										x							
Texas			x		x										x							
Utah	x	x	x	x	x			x	x		x		x		x	x				x	x	x
Vermont											x				x	x						
Virginia	x		x		x				x	x				x	x		x					
Washington	x		x	x	x						x			x	x						x	
West Virginia			x		x						x				x							
Wisconsin	x		x		x						x	*			x							
Wyoming															x			x	x			

It becomes immediately clear that across the states, Options/ Choices development has proceeded with varying foci. Using the broad categories presented earlier in this report, some states have taken a logistical approach to increasing choice. That is, while programs clear have curricular and student implications, the aim of increasing choice seems be the establishment of mechanisms by which families can choose schools. Minnesota and Massachusetts are useful examples of such an approach. The different natures of these two states, however, is instructive. It appears that subsidized open enrollment in Minnesota, a state with many small, rural districts, can result in districts going broke. Some evidence of the need to consolidate districts as a result of transfers out of smaller ones appears to be present in Minnesota. On the other hand, subsidized open enrollment in Massachusetts seems to have strengthened local districts. As Massachusetts implements a fuller system of logistical choice in the next two years, the effect on local control and stability will be useful to watch.

A number of clear examples of curricular Options/Choice development were identified from the National Survey. New York, Virginia, and North Carolina each have well developed systems of curricular choice operating in very different local environments. On the other hand, fairly high levels of centralized control seem to be important factors in these curricular developments. The issue of access and equity is usefully raised when assessing a focus on curriculum.

Perhaps some of the most innovative programs have been developed from a focal intent to offer choice in a student-adapted manner. The private "at-risk" clinics operating in Washington, New Jersey's programs for pregnant teenagers and "children who are parents," and California's long-standing system of alternative schools are clear examples of Options/ Choices focused on particular segments of students. It is worth noting that while the state has been deeply involved in each of these three state's development of choice, most of the programs mentioned operate with a high level of local control.

Finally, the National Survey collected information on one locale where Options/Choice development has involved a number of elements with apparent success. Jefferson County in Kentucky operates a diversified set of magnet and alternative schools, has seen real impact of parent/student empowerment programs on school change, and displays very high levels of local initiative and control in program development. It appears that much of this activity stems from a broad based coalition of school officials at various levels with parents, students, teachers, and local business. Private corporations offer regular funding for a number of curricular activities within the district.

The National State-by-state Survey also sought information from state respondents on Options/Choices costs. Across the states, the survey obtained dollar figures from 17 states, narrative information on costing from another 19, and found 14 states unable to provide cost data. The combination of high levels of missing data and the difficulty at making even per student amounts comparable from one state to another make narrative summary of these cost data neccessary.

Considerable variation existed in most of the costing amounts obtained by survey interviewers. For example, an average cost per student for magnet schools was found to be $1661. This average was computed from a range that included $3440 per student in Wisconsin to $770 per student in Massachusetts. Likewise alternative schools ranged from $2500 (New Jersey) to $4500 (Montana) per student for an average of $3140. The findings also suggest that costs rise about 50% or more when the magnet school has more than one theme.

More consistent cost amounts were found for certain other programs however. Concurrent enrollment seems to cost about $2400 across those states offering per student costs. The difference has to do with who pays it (e.g., Iowa pays $200 per student with the families paying the rest while Colorado and others pay both tuition and transportation for student in these programs). Likewise interdistrict transfers (open enrollment) were found, on the average, to involve $3620 per student. Massachusetts reports figures that suggest the state pays about $3800 per student (several other states fall in this range) while Nebraska's soon-to-be-implemented program will cost the state a maximum of $1900 per student (by statute) with parents paying transportation costs.

Looking just at transportation, states who fund the movement of students (either through open enrollment programs or as they enter magnet schools, alternative schools, etc.) were found to have state costs that averaged about $1000 per student ($823). These transport costs ranged from a high in Missouri of $1430 to $290 (a partial subsidy) in Iowa.

Finally, it was found that by far the most costly Options/ Choices program is the residential school or statewide high school. Three states offered cost information for their programs. They were Louisiana at $8500, Mississippi at $7655, and North Carolina reporting $7000 per student.

CONCLUSION

The information presented in this report suggests, as so much research does, just how much more needs to be known. Some understandings, however, are unavoidable. First, the level of interest and activity on Options/Choices in education is quite high in Utah as it is in a majority of other states nationally. Second, development of reliable costing information for programs offering students Options/Choices is very difficult and will need to be addressed as activity procedes. Third, any course of developing Choices/Options will involve logistics, curriculum changes, and student impacts. Evolving clarity about a district's or a state's primary focus of intention along these lines appears to facilitate development in a way that the consequences can better be anticipated.

As interested parties in Utah consider how Options/Choices in the schools can be a vehicle to improvement, several points of inquiry are suggested: could the stimulating philosopical direction of A Shift in Focus materialize as greater Options/Choices for students?, how does sensitivity to diversity and multiplicity inherent in the opening of Options/Choices possibilities coexist with the need for students to share a core of common educational experience?, and what steps can be taken to engage in educational development as a coalition of parties from all segments of our communities? As Paul Henderson, Assistant Director of AFT-Utah Project commented in a letter to the researchers on this study, public school choice could be the vehicle that allows a bottom-up restructuring of the current system. The challenge, and opportunities, seem present in consideration of Options/ Choices in the public schools.

APPENDIX A

List of Respondent Organizations

School Districts

Alpine
Beaver
Box Elder
Cache
Carbon
Daggett
Davis
Duchesne
Emery
Garfield
Grand
Granite
Iron
Jordan
Juab
Kane
Logan
Millard
Morgan
Murray
Nebo
North Sanpete
North Summit
Ogden
Park City
Provo
Piute
Rich
Salt Lake
San Juan
Sevier
South Sanpete
South Summit
Tintic
Tooele
Uintah
Wasatch
Washington
Wayne
Weber

Vocational Centers

Davis AVC
Ogden Weber AVC
Sevier Valley AVC
Uintah Basin AVC
Salt Lake Skills Center

Colleges and Universities

College of Eastern Utah
Dixie College
Snow College
Southern Utah State College
Utah State University
Utah Valley Community College
Salt Lake Community College
University of Utah
Brigham Young University

APPENDIX B

CURRENT BIBLIOGRAPHY ON OPTIONS/CHOICES IN EDUCATION

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School Choice - Planning. . . . . Page B21
School Choice - Parent Information Strategies. . . . . Page B22
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School Choice and Educational Change - Overview/Approaches to Reform and Issues. . . . . Page B27
School Choice and Educational Change - Finance . . . . . Page B33
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School Choice and Educational Change - Historical. . . . . Page B36
School Choice and Educational Change - Evaluation of School Reform Policy. . . . Page B37

SCHOOL CHOICE - OVERVIEW AND ISSUES

Bryant, M. T. (1988). Parental choice - differences in schools: Teachers afford wider range of possibilities. NASSP Bulletin, 72, 65-69.

Instead of resisting the expansion of parental choice, school authorities should be able to identify school differences and to disseminate information about these differences to parents. This article summarizes some beneficial consequences of promoting choice and some concerns regarding educational opportunity.

Bastian, A. (1989). School choice: Unwrapping the package. The New World Foundation.

Critically examines the claims made by those who advocate family choice in the public schools. Addresses the following concerns and conditions: equity impacts, accountability impacts, and governance impacts.

Coons, J.E. & Sugarman, S.D. (1978). Education by choice: The case for family control. Berkeley: University of California Press.

Argues articulately for the case of family choice in public education.

Cuban, L. (1988). You're on the right track, David. Phi Delta Kappan, 8, 67-72.

Anticipates criticisms (blaming schools for putting the nation at economic risk, puzzling contradictions concerning school choice and teacher professionalization, and overgeneralizing about school failures) and suggests possible responses.

Education Commission for the States. Policy guide: A state policy maker's guide to public school choice.

Presents the diverse ways in which choice in the public schools can be and are implemented. Advocates and critics positions are stated succinctly while questions policy makers should consider are listed. Of particular focus are issues dealing with administration, governance, finance, equity, school improvement and the potential roles and responsibilities the state education department could assume.

Education Commission for the States. Public-school choice activity in the states.

Describes the public-school choice activities found in the states and give a compendium of those activities and lists a contact person in each state.

Education Week. The call for choice: A special report. June 24, 1987.

Addresses the issue of public school choice. Addressed particularly to school administrators, policy makers, and teachers.

Educational Leadership, 45, February 1988.

The whole issue is dedicated to the issues of "restructuring schools to match a changing society.

Elsmore, R.F. (1986). Choice in public education. Center for Policy Research in Education, The Rand Corporation, Rutgers University, Wisconsin Center for Education Research.

The issue of choice in public schools currently has high political visibility and is debated in various contexts. The political debate is polarized between those who propose a regulated voucher system and those who defend the current locally centralized system. Many people concerned with public education in the United States believe it is time to think systematically about how educational choice could be used by policy makers to improve school. The analysis and conclusions presented in this Note should be of interest to state policy makers and their staffs, local school board members, and professional educators.

Elsmore, R.F. (1988). Contested terrain: The next generation of educational reform. Report prepared for the Commission on Public School Administration and Leadership. (ERIC Document Reproduction Service No. ED 300 927).

The purpose of this paper is to assess the present instructional program of public education and to present recommendations for changing schools that will enhance the effectiveness of instruction. Five radical proposals that educators might pursue are outlined: (1) dramatic reductions of the scale of schools; (2) choice of the technology of instruction residing with the school; (3) choice of internal organization residing with the school: (4) choice of school by clients and educators; and (5) creations of policy "free zones" in which whole sets of existing regulations are waived for specific settings on conditions of performance.

Entrepreneurial Economy Review, 7, December/January 1989.

This issue focuses on the topic of educational reform.

Gallup, A. M. & Clark, D.L. (1987). Public's attitudes toward the public schools: The 19th annual Gallup poll. (ERIC Document Reproduction Service No. ED 289 951).

This nineteenth annual Gallup Poll of public attitudes toward public schools focuses on education policies of the Reagan Administration, and continues to monitor trends and opinions of questions about schooling.

Giroux, H.A. (1989). Rethinking education reform in the age of George Bush, Phi Delta Kappan, 70, 728-730.

The nation need a new philosophy of education and policy making that makes hope practical for those generations of children for whom schooling will be their most important introduction to public life. At risk is the very fate of democracy itself.

Henderson, A.T. (1988). Parents are a school's best friends. Phi Delta Kappan, 70, 148-153.

Parent involvement in the educational enterprise is neither a quick fix nor a luxury. It is absolutely fundamental to a healthy system of public education.

Kearns, D.T. (1988). An education recovery plan for america. Phi Delta Kappan, 69, 565-570.

This article advocates free market choice; restructuring schools; professionalized, accountable teacher corps; higher academic standards; traditional values; and an appropriate federal role (funding education research, Chapter 1, and Head Start programs).

Kerchner, C. T. (1988). Bureaucratic entrepreneurship: The implications of choice for school administration. Educational Administration Quarterly, 24, 381-392.

Defines and characterizes four historical periods of educational leadership, each based on a central metaphor of leadership and associated core values of schooling. In the current "choice" period, the administrator assumes the role of "bureaucratic entrepreneur."

Kolderie, T. 91988). The essential principles of Minnesota's school improvement strategy. Equity and Choice, Winter, 47-50.

Examines the Minnesota School Improvement Strategy to clearly articulate the process and practices involved in a successful implementation of choice in the public schools.

Kraft, R.J. & Deering, P. (1989). Public schools of choice. The State Board Connections: Issues in Brief, 9, no. 1.

Address the issue of public school choice. Gives a brief but comprehensive description of public school choice activities in the states.

Lewis, A. (1987). Public schools offer vast choices. School Administrator, 44, 8-11.

Where implemented carefully with parent participation, choice plans have increased public support and student achievement and provided curriculum differentiation, cohesiveness, autonomy, and small size as benefits. However, school choice raises some equity problems, including the need to make every school "special."

Lines, P.M. (1987). The denial of choice and "Brown v. Board of Education." Metropolitan Education, no. 4, 108-127.

Desegregation litigation has failed to address the causes of segregation. Court decisions should offer choice and control in assignments and money damages for plaintiffs. A correct reading of the decision rendered in "Brown v. Board of Education" would make schools more racially neutral.

Manno, B. (1987). The need to share the lessons of social capital. Momentum, 18, 9-10.

Reviews the implications of "Public and Private High Schools" for education reform and Catholic schools, focusing on issues related to free choice between public and private schools, school organization, parent involvement, and values.

McNeil, L.M. (1988). Contradictions of control, part 1: Administrators and teachers. Phi Delta Kappan, 69, 333-339.

Bureaucratic controls are at war with educational goals in our system of schooling, argues Ms.McNeil. And this disharmony drastically affects the teacher/student relationship.

McNeil, L.M. (1988). Contradictions of control, part 2: Teachers, students, and curriculum. Phi Delta Kappan, 69, 432-438.

In theory, the bureaucratic organization of schools frees teachers to teach. But in practice it can cause teachers to leave their richest, most complicated knowledge at the classroom door.

McNeil, L.M. (1988). Contradictions of control, part 3: Contradictions of reform. Phi Delta Kappan, 69, 478-485.

Good teaching can't be engineered into existence. But an engineering approach to schooling can crowd out good teaching.

Metropolitan Affairs Corporation. (1988). Dialogue for Change: Options for re-structuring K-12 Education. A report of the Education Committee of Metropolitan Affairs Corporation.

Discusses the issue of choice in the public schools and the options available for re-structuring K-12 education.

Metropolitan Affairs Corporation. (1988). Schools of choice: An annotated catalog of key choice elements - open enrollment, diversity and empowerment.

Describes current public school choice activities in specific sites.

Mid-continent Regional Educational Laboratory. Redesigning rural education: Ideas for action.

Examines the ways in which rural education can be strengthen. It addresses the following areas: decisions about technology; the rural school and community development; and rural alternatives.

Mid-continent Regional Educational Laboratory. (1988/1989). Restructuring education community and organization change.Policy Notes, 3, numbers 2 & 3.

If we are to understand the problems we must examine the very purpose of education and its relationship to the family and the community. Only when we understand the transformations of families and communities can we understand the need for a significant restructuring of American Schools. This restructuring must be carried out with an understanding of societal needs, organizational functions and the directions for change.

Mid-continent Regional Educational Laboratory. (1988) Schools and Restructuring. Policy Notes, 3, number 1.

Improvement begins with the questions of"how do we improve school?" Restructuring begins with the question "Given the changes and restructuring in the larger society,what kind of institutions and what programs can best serve the needs of the community?"

Miller, R.D. (1989). Consider choice. The school administrator, June, 30.

Asks administrators to carefully consider and examine the public school options. There are as many arguments coming from the advocates as there are from the critics. The importance of being well informed is stressed.

Mueller, V.D. (1987). Choice: The parents' perspective. Phi Delta Kappan, June, 761-762.

We can no longer afford to exclude parents from playing a part in the educational programs of their children. Parents must act as partners with educators.

Murname, R.J. (1986). Family choice in public education: The roles of students, teachers, and system designers. Teachers College Record, 88, 169-189.

This article attempts to inform the choice debate by exploring the merits and limitations of expanding family choice in public education. It has three themes. First, we need to understand how family choice affects the students who use it and those who do not, and we especially need to understand how family choice affects teachers, the targets of much angry rhetoric in the choice debates. Second, we must be aware that there are no panacea proposals for family choice; every plan is characterized by significant tensions among competing objectives. Third, no discussion of proposals for family choice can be meaningful or useful unless it specifies the critical detail of the regulations that define the system.

Nathan, J. (1987). Results and future prospects of state efforts to increase choice among schools. Phi Delta kappan, 68, 746-752.

Reviews current efforts in the movement for providing parents and students school selection choices. Lists benefits and outlines the features of a desirable choice plan and the prospects for development of school choice programs.

Nathan, J. (1987). why we need to expand choice among public school. Equity and Choice, 3, 55-57.

Expanding choice among public schools will improve student achievement and provide creative and decision-making professional opportunities for teachers. Steps for developing choice plans are listed.

National Governors Association (19). Task force on parent involvement and choice. In Time for results: The governors' 1991 report on education. Washington: National Governors' Association.

"America is a land of choices. In virtually every area of our economic and private lives we have a smorgasbord of choice. It is thus ironic that in this land of choice there is so little choice in the public school system."

This is comprehensive report articulates the Governors' concerns and stances on the nature of current and future educational practice.

National Education Association. (1989). Choice in public schools.

A comprehensive review of the choice issue and current NEA policy.

New Jersey State Department of Education. (1988). Public school choice: National trends and initiatives. Trenton, New Jersey: New Jersey State Department of Education.

A comprehensive description of national trends and initiatives concerning public school choice.

Orlich, D.C. (1989). Education reforms: Mistakes, misconceptions, miscues. Phi Delta Kappan, 70, 512-571.

This nation has wasted billions of dollars on poorly conceived but politically popular reforms that have sapped the energies of schoolpeople. It's time for a new approach to school improvement: local system analysis.

Parish, R., Eubanks, E., Aquila, F.D., & Walker, S. (1989). Knock at any school. Phi Delta Kappan, 70, 386-394.

Will those from advantaged classes be willing to spend more on those from less-advantaged classes, thus reducing their own head start? Current conservative agendas of education reform suggest that, as a culture, we have not yet made that decision according to these authors.

Perelman, L.J. (1988). Restructuring the system is the solution. Phi Delta Kappan, 70, 20-24.

The one thing that public education cannot have is progress without change. Action is essential and audacity is wanted.

Presseisen, B.Z. (1985). Unlearned lessons: Current and past reforms for school improvement. Philadelphia: The Falmer Press.

A penetrating look at American educational reform. Using a historical perspective lessons learned are applied to the future of educational practice in the schools.

Raywid, M. A. (1987). Drawing educators to choice. Metropolitan Education, no. 5, 7-23.

Schools of choice, which enable families to select among deliberately diversified schools and programs, benefit teachers. They facilitate empowerment, professionalization of practice, collaborative activity, and collegiality. Issues confronting stakeholders are discussed. Educators should be encouraged to recognize the promise of educational choice.

Raywid, M.A. (1987). The dynamics of success and public schools of choice. Equity and Choice, 4, 35-41.

School choice means instant empowerment for those who receive it, and it significantly alters the relations of chooser and chosen. Six distinguishable sets of positive and negative dynamics that the provision of choice in schools seems to set in motion were discussed.

Raywid, M.A. (1987). Excellence and choice: Friends or foes? Urban Review, 19, 35-47.

When features of the "excellences" and "choice" movements in education are compared, these two orientations appear dissimilar. This article shows how the two can be united by broadening the definition of excellence so that all schools become schools of choice.

Raywid, M.A. (1985). Family choice arrangements in public schools: A review of the literature. Review of Educational Research, 55, 435-467.

This paper reviews the history of family choice opportunities in public schools. It looks first at the development of tracking, of individual alternative schools, and of options systems. Then, after exploring the possible targets of choice (curriculum, instructional periods, teachers, schools), it offers detailed examinations of the several choice models that have proved widespread: open enrollment plans, magnet schools, schools within schools, satellites and separate alternatives, and inter-district choice plans.

Raywid, M.A. (1987). Parents guide on choice: The right to choose. Paper authored under a Department of Education purchase order as a contributing paper for an upcoming booklet on choice by the Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 290 237).

This paper lists and reviews the varieties of public education currently available through the country, and discusses their advantages and disadvantages. These varieties include magnet schools, alternative schools, independent study programs, postsecondary enrollment plans for high school students to take courses at local colleges and universities, vocational education programs, and the GED (General Educational Development) testing program (in lieu of attending and completing school). Two other choice programs offer choices only to particular groups rather than to the community at large: regional, residential, specialty high schools for the most accomplished students in a given specialty and second chance arrangements for dropouts or for students who have consistently failed in regular schools.

Raywid, M.A. (1987). Public choice, yes; vouchers, no. Phi Delta Kappan, 68, 762-769.

Presents the positive benefits to be gained from diversifying the public school system and allowing a wider choice in school selection.

Raywid, M.A. (1984). Synthesis of research on Schools of Choice. Educational Leadership, April, 71-78.

Thousands of secondary-level alternative schools have been found to improve student attendance, attitude, and involvement. Their impact on achievement is less clear, but the available evidence is positive.

Reitman, S.W. (1987). Taking a chance on parent choice: A feasible approach to ending America's educational messiah complex. Paper presented at the Annual conference of the American Educational Studies Association, Chicago. (ERIC Document Reproduction Service ED 293 776).

This essay promotes parental free-choice in educational matters. The argument is grounded in the assumption that the individual is a social entity whose nature derives from his or her bio-social rootedness in integrative cultural community. members of the cultural community need to confront their collective problems instead of delegating them to teachers.

Seeley, D.S. (1987). The choice-equity dilemma: a partial solution. Equity and Choice, 3, 55-60.

Public school systems that provide high quality learning experiences for all children and a wide range of choice to respond to parents' and students' values and concerns and overcome a large part of the inequity that results from poor people's effective lack of choice of private or exclusive public schools.

Sirotnik, K.A.& Clark, R.W. (1988). School-centered decision making and renewal. Phi Delta Kappan, 69, 660-664.

The ultimate power to change is - always has been - in the heads, hands, and hearts of the educators who work in the school. decisions must be made where the action is.

Slavin, R.E. (1989). PET and the pendulum: Fadism in education and how to stop it. Phi Delta Kappan, 70, 752-758.

If education is ever to make serious generational progress, educators must some how stop the pendulum by focusing their efforts to improve education on programs that are effective, rather than on those that are merely new and sound good.

Swinton, H. (1989). Utah public education still riding a horse and buggy. Utah Holiday, 18, 18-25.

Critically examines the state of public education in the state of Utah.

Timar, T. & Kirp, D. (1989). Education reform in the 1980's: Lessons from the states. Phi Delta Kappan, 70, 504-511.

Policies designed to reform education are no better than the schools that implement them. If states are serious but improving the quality of education they must create a context in which organizational competence at the school level can develop.

Wilensky, R. & Kline,E.M. III (1988). Renewing urban schools: The community connection. Education Commission of the States.

This paper address the issue of the problem of youth at risk of not successfully making the transition to adulthood. It focuses on past and current reforms and the value of establishing ties with the community.

Wise, A. (1988). The two conflicting trends in school reform: Legislated learning revisited. Phi Delta Kappan, 79, 328-333.

In 1979 Mr. Wise sounded an alarm about the kind of educational world that we were creating. Nearly decade late, half of it devoted to school reform, he asks, Where are we?

Zerchykov, R. (1987). Parent choice: A digest of research. Parent choice and the public schools: Volume 1. (ERIC Document Reproduction No. ED 283 270).

This Guide is designed to give information to parents and other decision makers on costs and benefits of different kinds of choices of schools that children might attend. Section 1 describes the format and purpose of the guide. Section 2 describes policy models. Section 3 contains research summaries. Section 4 synthesizes information found in research and evaluative studies on choice. Section 5 contains the bibliographic information used in the guide.

SCHOOL CHOICE - SPECIFIC PLANS/SPECIFIC LOCALES/SPECIAL AUDIENCES

Alves, M. J. & Willie, C.V. (1987). Controlled choice assignments: A new and more effective approach to school desegregation. Urban Review, 19, 67-88.

Conventional school segregation techniques have failed because they do not redress the root causes of segregation. An alternative approach, controlled choice, maximizes personal choice within an equitable, educationally enhanced system.

Clinchy, E. (1987). Fall River's move toward equity. Equity and Choice, 3, 35-40.

The improvement plan incorporated the following elements: 91) controlled choice; (2) magnet schools: (3) controlled admissions and transfer policy: and (4) parent information centers.

Collins, R.L. (1987). Parents' views of alternative public school programs: Implications for the use of alternative programs to reduce school dropout rates. Education and Urban Society, 19, 290-302.

Reports that parental approval plays a critical role in choosing particular schools and in a school's ability to retain students.

Cragnotti, K. (1987). Choosing a residential facility. Exceptional Parent, 17, 48-54.

Parents considering placing a disabled child in a residential facility should evaluate and choose a school by visiting at different times during the day.

Fizzell, R.L. (1987). Inside a school of choice. Phi Delta Kappan, 68, 758-760.

Outlines the benefits individual students experience at the Alternative Learning Center in Evergreen, washington. To provide a clear and informed decision in school choice this schools' admission procedure includes information, screening, and orientation.

Garrison, R. W. (Ed). (1987). Alternative schools for disruptive youth. NSSC Resources paper. (ERIC Document Reproduction Service No. ED 293 198).

This paper surveys the demographic, historical, and research issues related to alternative education; describes successful models for disruptive and at-risk youth; and suggests how local areas might achieve safety in their schools. The report concludes with a series of recommendations emphasizing that school district administrators must be committed to working cooperatively with community agencies and supportive of comprehensive system of public school options.

Glenn, C.L. (1987). The new common school. Phi Delta Kappan, 69, 290-294.

Horace Mann's goal of creating a common school that brings our society's children together in mutual respect and common learning need not be frustrated by residential segregation and geographical separation of the haves and have-nots.

Housfield, D. & Hoffman, M. (1987). Which school in September? North Central Association Quarterly,61, 421-425.

Describes the options available to parents and students within the Milwaukee public school system, which includes traditional school programs along with over 40 citywide specialty schools.

Jones, H.L. & Marockie, H. (1987). Open enrollment: A decade of experience. Spectrum, 5, 39-41.

After a decade of experience, the program is judged as minimally disruptive. School choice seems to be based on child care considerations, rather than quality of educational concerns.

Jones, J.D. (1988). The six school complex: A "cluster" provides choice among local public schools in Washington, D.C. Equity and Choice, 4, 31-38.

Spearheaded by the PTA, teachers, and administrators, this reorganization increased enrollments, improved the quality and diversity of education, and offered more educational choices to parents.

Klauke, A. (1988), Magnet schools. ERIC Digest Series Number EA 26. ERIC Clearinghouse on Educational Management, Eugene, Oregon. (ERIC Document Reproduction Service No. ED 293 225).

These schools meet racial quotas through voluntary enrollment and open access, promote integration through cooperative learning practices, emphasize individualized instruction. As a result, they improve minority achievement without hurting white achievement, and challenge the assumption that standardization is the most equitable system. Magnet schools are criticized, however, for undermining the concept of fairness through standardization and for tokenism, since they draw only the best students and leave most minority students worse off than before. To avoid tokenism, a broad array of magnets should be established so that all children have the real option to attend schools of their choice.

Koldierie, T. (1988). The essential principals of Minnesota's school improvement strategy. Equity and Choice, 4, 47-50.

Choice is the basis for Minnesota's school improvement plan. School districts decide whether they want to participate, but they may not be selective about who they admit. Districts must release students who want to attend school elsewhere.

Libros, T. (1987). Current status of the St. Louis plan: The magnet school component. Metropolitan Education, no. 4, 97-97.

Demand for magnet seats is outstripping the supply, and thus, the pace of desegregation is limited. But these schools offer an improved educational program and provide more educational choices for families.

Mahan, B.M. & Ware, B.J. (1987). Home-schooling: Reasons some parents choose this alternative form of education and a study of the attitudes of home-schooling parents and public school superintendents toward the benefits of home-schooling. Master of Science in Education Project, University of Dayton.

Findings indicate that (1) the literature on home schooling is accurate in so far as it portrays beliefs about schools and education; (2) home-schooling parents agreed with all bout one of the benefits of home-schooling reported in the literature while superintendents disagreed with the literature on all but two points regarding the benefits; and (3) participating parents and public school superintendents had conflicting attitudes.

Meier, D. (1987). Central park east: An alternative story. Phi Delta Kappan, 68, 753-757.

Central Park east school was founded in 1974 in Harlem as an alternative elementary school within the public inner city school system. In 1984 it had expanded into three elementary alternative schools and added a fourth secondary school.

Raab, G.M. Adler, M. (1987). A tale of two cities: The impact of parental choice on admissions to primary schools in Edinburgh and Dundee. Research Papers in Education, 2, 157-176.

The article reports on placement requests at the start of primary schooling in dundee and Edinburgh from 1982 through 1985. Variables of movement are identified.

Raywid, M.A. (1987). Alternative route(s) to excellence. National Forum: Phi Kappa Phi Journal, 67, 25-28.

Alternative schools serve a diverse population and are generally concerned with a much broader spectrum of human development than most public schools.

Rennie, R.J. (1987). Public schools can have a competitive edge over private schools. School Business Affairs, 53, 46-47.

Brevard Country Schools (Florida)have allowed their constituents freedom of choice for over 20 years. The payoff: only 4.7 percent of Brevard Country students attend private schools, compared to the national average of 10.5 percent.

Rossell, C.H. (1987). The Buffalo controlled choice plan. Urban Education, 22, 328-354.

Parental choice of schools results in racial isolation or effective integration, depending on how choice is used and regulated. The role of choice in desegregation plans is compared.

Rossell, C.H. & Glenn, C. L. (1988). The Cambridge controlled choice plan. Urban Review, 20, 75-94.

Finds that parent choice has resulted in greater interracial exposure than the prior mandatory reassignment plan, and that student achievement has increased.

"I want to go to old town high:" Private vs. public education. Exceptional Parent, 17, 48-52.

A case study explores the attitudes, opinions, and concerns of the parents of a cerebral palsied adolescent (as well as the views of the affected public and private school administrators) concerning the decision to allow their son to move from a private to a public high school environment.

Social Choice - Selection of Schools/ Consumers' Guides
Clinchy, E. (1987). A consumer's guide to schools of choice: For parents and other educators, parents choice and the public schools: Volume 4. (ERIC Document Reproduction Service No. ED 283 273).

The guide provides narratives and "real life" descriptions of actual occurrences in schools that advertise themselves as emphasizing a particular style or philosophy of teaching or curricular emphasis.

Honig, A.S. (1987). Choosing a quality child care center: Help for parents. (ERIC Document Reproduction Service No. ED 289 586).

A 20-item checklist is provided for parents assessing the quality of day care programs.

Nathan, J. (1987). How to choose a school for my child. Paper authored under a Department of Education purchase order as a contributing paper for an upcoming booklet on choice by the Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 290 238).

After explaining why more choice among schools is a good idea, this paper provides details and evaluations of state plans for increasing choice in schools, delineates the characteristics of a desirable school choice plan, and advises parents on choosing schools. Options are then discussed for parents who are dissatisfied with the choices currently available to them in their local school district, and guidance is provided for gathering information about a school, visiting a school, and taking various steps before making a final decision about a school.

National Association of Trade and Technical Schools, Washington, D.C. (1988). Handbook of private accredited trade and technical schools 1988: Career education that works for America. (ERIC Document Reproduction Service No. 293 987).

This handbook includes general information about factors to consider when selecting a trade and technical school and detailed information about the program offerings of all the private technical schools that were accredited by the Accrediting Commission of the National Association of Trade and Technical Schools as of September 1, 1987.

SCHOOL CHOICE - FINANCIAL

Doyle, D.P. & Cooper, B.S. (1987). Funding the individual? An essay on the future of chapter 1. In Policy options for the future of compensatory education. (ERIC Document Reproduction Service No. ED 298 207).

In order for Chapter 1 of the Educational Consolidations and Improvement Act to serve all eligible children, including those enrolled in religious schools, funding should be allocated on the basis of the individual child.

SCHOOL CHOICE - PLANNING

Clinchy, E. (1987). Planning for parent choice: A guide to parent surveys and parent involvement in planning for parent and professional choice in the public schools. Parent choice and the public schools: Volume 2. (ERIC Document Reproduction Service No. ED 283-271

This guide offers a method of surveying parents' attitudes about choosing schools for their children and provides a survey instrument used over a period of 5 years in 4 Massachusetts urban school districts.

SCHOOL CHOICE - PARENT INFORMATION STRATEGIES

Ferguson, L. (1987) Parent information strategies: Helping parents find out about schools of choice. Parent choice and the public schools: Volume 3. (ERIC Document Reproduction Service No. ED 283 272).

This volume of profiles provides short descriptions about the range of exemplary parent information strategies form 21 school districts in 11 states across the nation. The profiles suggest that, to be successful, parent information strategies must reach out to parents on a one-to-one basis wherever school directs find them.

Erickson, D.A. (1983). Private schools in contemporary perspective. Stanford University, Institute for Research on Educational Finance and Governance. (ERIC Document Reproduction Service No. ED 231 015).

This paper synthesizes and interprets available research on private school enrollments, religious affiliations, tuition levels, characteristics of patrons,and common features of operations. Overall, most private schools, share a strong social cohesion among parents, who are generally very interested in the ways in which their children are educated.

ITT Educational Services, (1982). America at work: The evolving role of proprietary vocational education. (ERIC Document Reproduction Services No. ED 223 892).

Changes in the work place in American during the next 5 years indicate an increasingly important role for proprietary vocational schools. Because proprietary schools are generally very sensitive to labor market needs and because they use their available resources effectively, it appears that they will continue to serve as a source of quality job training.

Johnson, C.B. & Schneider, B.L. (1985). Trends in private schools: School and class size implications. (ERIC Document Reproduction Services No. ED 254 958)

In recent years, there has been an unmistakable trend toward private education. This paper discusses trends in class size among private schools and examines the reasons for the willingness of private schools to maintain small class sizes regardless of the financial costs.

Kerchner, C.T. (1988). Bureaucratic entrepreneurship: The implications of choice for school administration.

Educational Administration Quarterly,defines and characterizes four historical periods of educational leadership, each based on a central metaphor of leadership and associated core values of schooling. In the current "choice" period, the administrator assumes the role of "bureaucratic entrepreneur."

McKernana, J. (Ed). (1984). Irish Educational Studies Volume 4. (ERIC Document Reproduction Service No. ED 260 961).

Papers dealing with education in Ireland are presented.

Sizer, T.R. (1983). A review and comment on the national reports. National Association of Secondary School Principals. (ERIC Reproduction Service No. ED 240 666).

Seven major trends are reflected in the current task force and commission reports on education: "back to basics"; the relationship between education, work, and the economy; "authority"; greater state control of school district policy; greater citizen choice and school variety; toward measurable results and accountability; and cost effectiveness. There is no overall consensus on what needs to be done; there is, however, agreement that the school structure is seriously flawed and that the remedies needed will be long-term ones.

Garrison, R.W. (Ed). (1987). School Choice and Education Trends: Future & Alternatives for disruptive Youth. Alternative schools for disruptive youth: NSSC resource paper. National School Safety Center. (ERIC Document Reproduction Service No. ED 293 198).

This paper surveys the demographic, historical, and research issues related to alternative education; describes successful models for disruptive and at risk youth; and suggests how local areas might achieve safety in their schools. The report concludes with a series of recommendations emphasizing that school district administrators must be committed to working cooperatively with community agencies and supportive of a comprehensive systems of public school options.

SCHOOL CHOICE AND EDUCATIONAL TRENDS OR FUTURES
CHARACTERISTICS/TRENDS OF REFORM

Erickson, D.A. (1983). Private schools in contemporary perspective. Stanford University, Institute for Research on Educational Finance and Governance. (ERIC Document Reproduction Service No. ED 231 015).

This paper synthesizes and interprets available research on private school enrollments, religious affiliations, tuition levels, characteristics of patrons,and common features of operations. Overall, most private schools, share a strong social cohesion among parents, who are generally very interested in the ways in which their children are educated.

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Aarons, S. (1984). Pluralism, equal liberty, and public education. In C. Marshner (Ed). A blueprint for education reform. (ERIC Document Reproduction Service No. 250 768).

It is suggested that the right to educational choice and the absence of majority control of the content of schooling are both essential to preserving pluralism in American education, however, public schools rarely encourage meaningful diversity. Further, there is an absence of educational choice for most American families due to the fact that American school finance systems must tax and spend in a way that discriminated against the non-rich in matters of school choice. A foundational redesign would require a separation of school and state, with the following delineations: (1) establishment of free choice in education; (2) limitation of government school requirements; and (3) provision of a clear and enforceable policy that racial discrimination in schooling is illegal.

Ball, W.B. (1984). Parent rights is schooling. In C. Marshner (Ed). A blueprint for education reform. (ERIC Document Reproduction Service No. ED 250 767).

Parental rights in schooling, which protect parents' entitlement to provide for the education of their children are discussed in this chapter.

Barrett, N. (1985). Education source book: The state legislators' guide for reform. American Legislative Exchange Council. (ERIC Document Reproduction Service No. ED 253 939).

A compendium of proposals for model state laws intended to restore parental and local control and to improve teaching and discipline in elementary and secondary education is presented in this report. The proposals, together with explanatory passages are presented in three categories: (1) parents' role in education; (2) teachers' role in education; and (3) states' role in education.

Capell, F.J. (1981). A study of alternative in american education, volume VI: Student outcomes at Alum Rock 1974-1976. Rand Corporation. (ERIC Document Reproduction Service No. 216 426).

If interpretations of data compiled during a five-year demonstration of alternative educational programming in the elementary schools of California's Alum Rock School District are correct, the nature of,the size of, and the parental choice exercised over alternative programs have no significant effect on students' reading achievement, social skills, or perceptions of themselves and others.The results,presented with caution, indicate little difference in the benefits to students of alternative and regular programs, but show a marked relationship between student outcomes and teachers' perceptions of themselves and their programs.

Clinchy, E. (1984). a quiet revolution begins. Equity and Choice, 1, 15-21.

As school s have become more democratic, however, so has the process of desegregating urban school systems.

Cody, E.A. (1985) I hate to be a hypocrite, but... Equity and Choice, 1,25-28.

Urges that public school systems be developed based on diversity and choice, recognizing that there is neither one true school nor a perfect pedagogy. Argues that teachers and parents should be able to choose between a variety of models within a single system in seeking the most appropriate environment for each child.

Cuban, L. (1988). You're on the right track, David. Phi Delta Kappan, 69, 571-572.

Anticipates criticisms (blaming schools for putting the nation at economic risk,puzzling contradictions concerning school choice and teacher professionalization, and overgeneralizing about school failures) and suggests possible responses.

Elsmore, R. F. (1986). Choice in public education. CPRE Joint Note Series. Center for Policy Research in Education. (ERIC Document Reproduction Service No. ED 278 149).

The current debate on educational choice concerns whether locally centralized school systems of the kind that predominate in the public school systems of the kind that predominate in the public school sector are responsive to and can accommodate the diversity of educational consumers' preferences.

Elsmore, R.F. (1988). Contested terrain: The next generation of educational reform. Report prepared for the Commission on Public School Administration and Leadership. (ERIC Document Reproduction Service No. ED 300 927).

The purpose of this paper is to assess the present instructional program of public education and to present recommendations for changing schools that will enhance the effectiveness of instruction. The document speculates about the themes of the next generation in the areas of changing patterns of society, community and family; the lack of engagement in learning; and the professionalism of teaching. Five radical proposals that educators might pursue are outlined: (1) dramatic reductions in the scale of schools; (2) choice of the technology of instruction residing with the school; (3) choice of internal organization residing with the school; (4) choice of school by clients and educators; and (5) creation of policy "free zones" in which whole sets of existing regulations are waived for specific settings on conditions of performance.

Jones, J.D. (1988). The six school complex: A "cluster" provides choice among local public schools in Washington, D.C. Equity and Choice, 4, 31-38.

Spearheaded by the PTA, teachers, and administrators,this reorganization increased enrollments, improved the quality and diversity of education, and offered more educational choices to parents. It increased the social integration of the school.

Lines, P. & McGuire, K. (1984). Education reform and education choice: Conflict and accommodation. Education Commission of the States. (ERIC Document Reproduction Service No. ED 253 960).

This paper identifies major education goals that conflict with educational choice and explores the context and causes of the conflict. Implications for family choice of the numerous reforms currently gaining nationwide support are examined, along with public policies that deny choice, such as attendance requirements,state-imposed curriculum requirements, teacher certification requirements, and tracking, either formally or informally through counselling.

Manno, B.V. (1987). The need to share the lessons of social capital. Momentum, 18, 9-10.

Reviews the implications of James Coleman's report, "Public and Private High Schools" for education reform and Catholic schools, focusing on issues related to free choice between public and private schools, school organization, parent involvement, and values.

Marshner, C. (Ed). (1984). A blueprint for education reform. Free congress Research and Education Foundation. (ERIC Document Reproduction Service No. ED 250 766).

In a continuation of the national debate over education reform, the 14 contributors to this book outline several approaches to reform, address a variety of current education issues, and relate parent and teacher perspectives on education.

Nathan, J. (1989). Progress, problems, and prospects of state educational choice plans. U.S. Department of Education, Office of Planning, Budget & Evaluation.

Defines the kinds of activities being implemented to offer families choice in schools, presents a brief state-by-state summary of current developments in this area, and offers a detailed description of activity in 10 states where research studies have been conducted.

Murname, R.J. (1984). Family choice in public education: Possibilities and limitations. (ERIC Document Reproduction Service No. ED 253 961).

This essay reviews research pertaining to the relative merits and drawbacks of expanding family choice in public education. A primary object is to identify and explore tensions among competing objectives in the design of expanded choice systems. The paper contains a glossary of terms: explores how more family choice might improve public education by providing incentive for students and teachers to work hard an cooperate; addresses ways in which mor family choice might be detrimental to the U.S.'s commitment to universal and compulsory education; explores the present consequences of family choice in private schools; available choice in public education and a summary of research issues, what family choice can and cannot do, sources of tension in the design and operation of family choice plans, and the importance of program design.

Pisciotta, J. (1984). Education is not a public good. Paper presented at the Annual Meeting of the Southwestern Economics Association, Fort Worth. (ERIC Document Reproduction Service No. ED 254 433).

The purpose of this essay is to show that education is not a public good, and that in contrast to a public good such as national defense, education can be provided through competitive suppliers in the private sector as well as through government enterprise. Families can make different educational choices in the marketplace, and the United States has an educational system that offers household many alternative suppliers in a competitive market. Expanded private sector education is one way to solve many of the current educational problems in the United States.

Raywid, M.A. (1987). Excellence and choice: Friends or foes? Urban Review, 19, 35-47.

When features of the "excellence" and "choice" movements in education are compared, these tow orientations appear dissimilar. This article shows how the two can be united by broadening the definition of excellence so that all schools become schools of choice.

Thomas, M.D. (1986). States consider four issues in reform of education. NASSP Bulletin, 70, pp. 4, 6, 8, 10.

Outlines four issues that educators should examine and carefully follow in relations to educational reform emanating from state legislatures. They are (1) school accreditation methods; (2) parent choice; (3) the National Governor's project; (4) preparation of administrators.

Uzzell, L.A. (1984). Robin Hood goes to school: The case for a federal voucher program. In C. Marshner (Ed.) A blueprint for education reform. (ERIC Document Reproduction Service No Ed 250 774).

An education voucher system would be more egalitarian than the existing tax code and would force the educational establishment to pursue needed reforms. The current property tax deduction system favors the rich, but the voucher system would offer the same relief to every taxpayer regardless of income and even would provide assistance to poor, non-taxpaying families.

Watt, D.G. (1983). Some thought on educational reform and renewal--Part II. American Education, 19, 2-5, 19.

Advocates free individual or parental choice about schooling, as well as increased attention to education's role in determining individual attitudes and philosophy, as the keystones of educational reform.

Odden, A. (1986). a school finance research agenda for an era of education reform. Journal of Education Finance, 12, 49-70.

Discusses new research directions for school finance that should accompany a national policy shift toward improving education quality.

SCHOOL CHOICE AND EDUCATIONAL CHANGE -
NEW EDUCATIONAL OPPORTUNITIES/MODELS

Citizens League, Minneapolis, Minnesota. Rebuilding education to make it work. (ERIC Document Reproduction Service No. ED 228 689).

The new educational structure should give parents more choices--with public dollars--about individual school; remove artificial barriers to excellence; and encourage innovation, competition,and entrepreneurship. Decentralization should be pursued to achieve a separation of control; and to assist schools in becoming different from each other,thus increasing diversity and choice.

Doyle, D.P. (1983). Educational quality and family choice: Toward a statewide public school voucher plan. (ERIC Document Reproduction service No. ED 254 898).

A model is proposed for enhancing family choice in public education; unlike many previous voucher plans, it would build on current trends in educational administration. The vouch plan includes the following components: (1) weighted vouchers to encourage schools to accept disadvantage students; (2) parent-elected, state-regulated boards of trustees; (3) standardized formats for school publicity; (4) voluntary purchasing from regional service centers; (5) participation open to all school conforming to state regulations; (6) freed for each school to set academic and disciplinary standards (7) transportation vouchers; (8) some public boarding schools; and (9) community option to retain a traditional school district.

Koch, E.A., Jr. (1982). The choice is yours in Minneapolis. Action in Teacher Education, 4, 41-44.

To accommodate declining enrollments and school integration, the Minneapolis, Minnesota school system instituted six widely varying alternative school programs.

Raywid, M.A. (1983). Alternative schools as a model for public education. Theory into Practice, 22, 190-197.

Alternative schools provide a worthwhile model for educational improvement, in part because they offer a valuable model of the change process itself. Characteristics of alternative schools, their contrasts with traditional schools, and the value of providing parents and students with a choice are discussed.

SCHOOL CHOICE AND EDUCATIONAL CHANGE - HISTORICAL

McKernan, J. (1984) (Ed). Irish educational studies, volume 4. (ERIC Document Reproduction Service No. ED 260 961).

Papers dealing with education Ireland are presented.

Wagoner, J. L., Jr. (1986). Choice: The historical perspective. Paper presented at the Conference on Choice in Education, Charlottesville, VA. (ERIC Document Reproduction Service No. ED 288 451).

This issue of choice in U.S. education is traced historically. Consideration is given to the purposes of publicly supported education and reasons underlying the historic distinction between public and private education. It is suggested that the issue of choice concerns the rights and obligations of the individual and the state.

SCHOOL CHOICE AND EDUCATIONAL CHANGE -
EVALUATION OF SCHOOL REFORM POLICY

Alexander, L. 91986). "Time for results": An overview. Phi Delta Kappan, 68, 202-204.

Summarizes the work of seven National Governors' Association task focuses (on teaching, leadership, parent involvement and choice, readiness, technology school facilities, and college quality) and the "action agenda' proposed.

Association for Supervision and Curriculum Development, (1986) School reform policy: A call for reason. A report from the ASCD panel on state policy initiatives. (ERIC Document Reproduction Service No. ED 274 060).

A five step method for evaluating proposed policies for educational reform is suggested and explicated. The five steps are: () to identify the problems toward which reforms are directed; (2) to identify the policies designed to address each problem; (3) to identify assumptions about the problems and the proposed solutions; (4) to review what is know about the problems and proposed policies; and (5) to identify other ways of looking at he problems and policies.

Clinchy, E. (1985). Let magnet schools guide the way to education reform -- and diversity. American School board Journal, 172, 43.

Criticizes national education reports that call for a return to authoritarian schools in order to achieve excellence. Extols the strengths and achievements for which magnet schools are responsible.

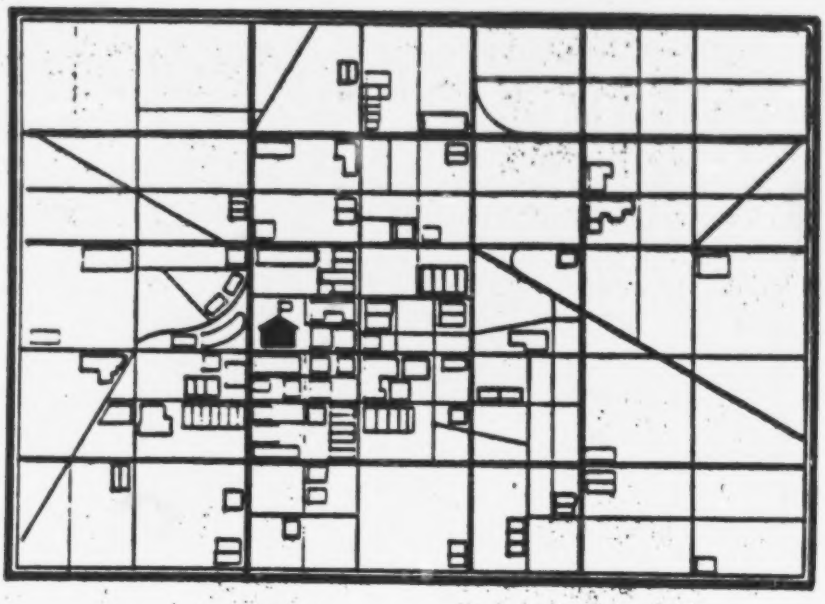
Sizer, T. R. (1983). A review and comment on the national reports. National Association of Secondary School Principals. (ERIC Document Reproduction Service No. ED 240 666).

Seven major trends are reflected in the current task force and commission reports on education. They are "back to basics"; the relationship between education, work, and the economy; "authority"; greater state control of school district policy; greater citizen choice and school variety; toward measurable results and accountability; and cost effectiveness.

APPENDIX C

EXAMPLES OF HOW OTHER STATES ARE PROMOTING AND INFORMING ABOUT CHOICE IN EDUCATION

Massachusetts Department of Education
Office of Educational Equity



BACKGROUND PAPERS ON PARENT CHOICE AMONG PUBLIC SCHOOLS

REVISED

SEPTEMBER 1988

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street Quincy Massachusetts 02169

September 12th 1988

TO: Commissioner Raynolds

FROM: Charles Glenn CG.

RE: Materials on **Parent Choice of Schools**

In July, and again in August, we brought out a collection of documents related to school choice; this "third edition" responds to continuing demand for information about this challenging dimension of educational reform.

Interest in parent choice of schools has been greatly stimulated in Massachusetts in recent months as a result of the introduction of legislation, by Senate President Bulger, to expand such choice across school district boundaries and the commitment of Governor Dukakis to development of pilot programs and legislative language.

As the Governor pointed out, parent choice can pay off not only in racial and ethnic desegregation but also in school improvement. It is working effectively in a dozen cities with state-approved plans, and other communities and groups of communities have found choice an effective way to increase parent satisfaction and to provide students with the schools and programs best able to serve them.

This collection of papers has been expanded to include several documents explaining the choice programs in Minnesota and the Satellite Learning Centers in Dade County.

Last year a statewide Committee on Choice worked with us to define some of the directions in which parent choice among public schools could most usefully be extended. Among the products was a suggested statement of policy:

> It is appropriate that a democratic society offer the widest range of choice of education consistent with our common goals as a nation. Public school choice can contribute significantly to the matching of educational opportunities with what students need and want, and with the concerns and hopes of their parents. Properly planned and implemented, choice can increase the fairness and effectiveness of public education.

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PUBLIC SCHOOL CHOICE: NEW OPTIONS FOR NEW JERSEY STUDENTS, PARENTS AND EDUCATORS

Thomas H. Kean, Governor

Saul Cooperman, Commissioner of Education

May, 1989

89-219 EPW

CRS Report for Congress

Public School Choice: Recent Developments and Analysis of Issues

Wayne Riddle
Specialist in Education Finance
and
James B. Stedman
Specialist in Social Legislation
Education and Public Welfare

April 5, 1989

Congressional Research Service • The Library of Congress

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SUMMARY OF KEY REFERENCES

Survey of State Initiatives - Public School Choice. A brief summary of the public school choice activity occurring in 21 states is provided which includes state-by-state descriptions of choice activity.

A State Policy Maker's Guide to Public-School Choice. This policy guide draft pulls together information on the types of public-school choice plans being implemented or debated across the nation.

C R S Report for Congress - Public School Choice: Recent Development and Analysis of Issues. This report provides background information of current public school choice plans being implemented or debated across the nation.

"Information on Legislative Option for a 'Schools of Choice' Program." This report provides updated information that resulted from an outgrowth of the State Board Legislative Conference.

FAMILY OPTIONS

A Family Options Michigan Department of Education ad hoc committee has met twice to discuss the issue of Family Options in preparation to responding to the State Board Recommendation found in the section titled Family Option Schools in the Goals 2000 document. "The 'family option schools' concept embodies the principle that parents and students should have the opportunity to select the public school they believe will best serve their needs."

The committee made the following recommendations:

"Family Options" be defined as a strategy to promote school improvement that allows students and families to select their schools within a local school district. Such options may include vocational-technical schools, magnet schools, and other existing specialty schools, including schools within schools.

Funding should be directed toward pilot projects. Elements for such pilots may include outreach efforts for special populations; redesign and restructuring of school organization; instructional coherency; transportation plans; parental involvement; staff development; in addition to an evaluation of student outcomes, dropout rates, teacher morale, and teacher assignments.

Presently in Michigan the following types of programs exist that are often considered under the concept of Family Options:

1. Detroit Public Schools has five magnet schools and two "school within a school" programs.

2. Farmington Public Schools has Highmeadow Common Campus, a K-5 magnet school with a heavy academic emphasis.

3. Flint Public Schools has a total of 18 magnet schools at the elementary, middle, and secondary levels.

4. Utica Community Schools offers open enrollment to any student or family member to choose the school of their choice as long as: a) the family provides the needed transportation and b) the additional enrollment does not violate the student/teacher ratio in the union contract.

5. Saginaw Public Schools' parents are able to select the schools of their choice in the city for their children. The school system offers one full-time magnet elementary school and two other half-time magnet schools for the arts, sciences, and technology.

6. Enrollment in Michigan's vocational-technical education programs is voluntary with the student and/or parent selecting the program which they feel best matches the student's needs and job goals.

7. Districts such as Adrian, Lansing, and Grand Rapids, in order to accommodate before and after school child care, provide parents with school selection options.

See attached Options

OPTIONS

OPTION I

The following type of programs exist within the state that might be considered under the State Board's concept of Family Options. A brief explanation of the schools, as well as the names of the contact persons, follows:

Detroit Public Schools (Contact Person: Aretha Marshall)

No open enrollment at any level. They do have some magnet schools such as:

- o Cass Tech (Technology and Science High School)
- o Renaissance High (Gifted and Talented)
- o Burton International (Global and Foreign Language School)
- o Bates Academy (Gifted and Arts)
- o Couzens Elementary (Foreign Language and International Studies)

They also have a "school within a school" in:

- o Martin Luther King (Science and Technology)
- o Northwestern (Science and Mathematics)

Students or their parents must apply to attend these schools and must meet the specific requirements of each institution.

District Staff General Perception:

Detroit educators indicated that if the family option is adopted, it would create a problem of enrollment, transportation, and segregation by race.

Farmington Schools (Contact Person: Judy White)

Farmington School District has one magnet school called Highmeadow Common Campus. It opened in 1988. It is a K-5 school with heavy academic emphasis. The district uses a lottery system to select students since many more apply than there is space available. There is no plan to expand the magnet school in Farmington.

District Staff General Perception:

The district staff seems weary and suspicious of the "Family Option Program" because they feel it is a precursor to "cross-district" choice.

Flint Public Schools (Contact Person: Leonard Murtaugh)

Flint has many magnet schools at the elementary, middle, and secondary levels. Eighteen schools initially are participating in a limited open enrollment. Among them are:

- o Southwestern Academy (1400 students) which has certain academic prerequisites
- o Northwestern (School within a school for Mathematics and Science)
- o Central (School within a school for Humanities and Fine Arts)

District Staff General Perception:

Flint schools control the transfer and family choices to ensure the district meets the civil rights guidelines. They also will not allow athletes to transfer for the sake of athletic reasons.

Utica Schools (Robert Rilley)

Allow any student or his/her family to choose the school of their choice as long as:

1) The parents provide the needed transportation.
2) The student/teacher ratio in the union contract is not violated.

District Staff General Perception:

Only 300 students out of the more than 24,000 are enrolled in schools other than the one assigned to them by the district. Open enrollment does not seem to affect Utica to any tangible degree.

Saginaw Public Schools (Contact Person: Lochie Overbey)

The Saginaw Public Schools allow parents to select the schools of their choice; about 25 percent choose to select a school other than the one assigned to them. The selection process is limited in a way to ensure that schools do not become segregated by race and ethnicity.

The Saginaw Schools established one magnet elementary school called "Program for Creative Academics." This is a full program and is highly sought after by parents.

There are two other half-time magnet schools for Arts, Science, and Technology.

District Staff General Perception:

The Saginaw Schools do not foresee any problems for their school if the Family Option Schools Program is adopted as long as. . ."The Plan not transcend district boundaries."

Benton Harbor (Contact Person: Dr. C. Ellington)

The district does not allow open enrollment, but does have four schools for the academically talented (three elementary and one junior high). The district provides transportation to all students regardless of where they are enrolled. About 25 percent of the students are enrolled in buildings other than their geographic proximity.

District Staff General Perception:

The district is strongly opposed to open enrollment for the fear of creating segregated schools by race and economy.

OPTION II

Enrollment in secondary vocational education programs in our state is voluntary with the student and/or parent selecting the program which they feel best matches the student's needs and job goals. The process in which students engage in program enrollment is dependent upon the delivery system available to them. The systems and a brief description of each is as follows:

Comprehensive High School Program

Financed through regular tax authority of the school district with none of the local revenue earmarked for federal and state categorical vocational education funds. However, the local district provides over 60 percent of the program revenue. Enrollment in these programs follows the normal program selection process in place in the local district. Program participation for residents of the school district is free although the local district would accept tuition students from other school districts. The primary limitation to open enrollment is the lack of time for electives in the 11th and 12th grades of our local districts. The number of selections in vocational education is usually limited by the finance resources of the local district. Examples of this delivery would be Flint, Warren Consolidated, and Lansing.

Shared Time Programs (Act 56 Consortiums)

These vocational programs operate much like the comprehensive high school vocational programs with the exception that they are comprised of a number of school districts who have pooled the revenue resources and existing vocational programs in an effort to have a large student population base and to be able to offer a greater number of occupational programs. Any student who is resident in any one of the consortium high school districts can participate in the vocational program without tuition. Examples of this system would be Ionia Public Schools, Western Washtenaw, and Kalamazoo.

Area Vocational Center Programs

These programs are legally constituted through a vote of the people of a region (an Intermediate School District) which results in a categorical tax levy which funds the vocational program operation for any of ~~the students~~ who ~~are residents of~~ the region. Class participation is limited to the time available to students during the 11th and 12th grade years. The program selection is based, as in the comprehensive high school, on the student's ~~interests and final choice~~. Examples of this delivery would be Ingham ISD, Branch ISD, and Traverse Bay ISD.

OPTION III

~~Many local boards allow choice within a district to accommodate child care before~~ and after school. Examples of these districts include Adrian, Lansing, and Grand Rapids.

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The State Board Connection - Issues in Brief, "Public Schools of Choice," National Association of State Boards of Education, Alexandria, Va., January, 1989.

State-by-State Activity, Education Commission of the States, Denver, Colo.

A State Policy Maker's Guide to Public-School Choice, (draft), Education Commission of the States, Denver, Colo., February, 1989.

Survey of State Initiatives - Public School Choice, Education Commission of the States, Denver, Colo., 1989.

Trejo, Jose H., "The Implications of Parental Choice in Education on People of Color," Speech before the National Invitational Conference on Public School Choice, Saint Paul, Minn., 1989.

References can be obtained by contacting Dr. Teressa Staten at 373-4595.

PUBLIC SCHOOL CHOICE: RECENT DEVELOPMENTS AND ANALYSIS OF ISSUES

SUMMARY

Limited choices among educational programs or schools have long been available to many elementary and secondary school pupils and their parents. Recently, action has been taken in a few States, and several school districts, to establish more comprehensive systems of public school choice. Proponents of public school choice programs argue that they will force schools to improve their performance as a result of competition, will lead to better matches between pupil needs and school offerings, will increase parental involvement, and will offer a low cost means of energizing and empowering pupils, teachers, and administrators to increase educational achievement. In contrast, critics of public school choice programs argue that they are inequitable in a variety of respects, entail substantial administrative and transportation costs, and distract attention from the need for additional funds and parental involvement in all schools.

Among the best known school choice programs is that in Minnesota, where by 1990-91 elementary and secondary pupils may choose among all public schools in the State. Pupils in New York City's Harlem Community School District No. 4 may choose from a wide variety of elementary and junior schools. Magnet school programs to foster school desegregation have been expanded to include all schools in Cambridge, Mass., and Seattle, Washington. Federal aid is currently provided to magnet schools, and has been proposed by the Bush Administration for all types of school choice programs.

A number of issues have been debated regarding the effects of public school choice. Among these issues are:

- Does the provision of school choice increase, or reduce, segregation of pupils by race or socioeconomic status?
- Are parents sufficiently well informed to make "good" school choices?
- Is it appropriate to apply the concepts of choice and competition, based on "free market" economics, to public education?
- Do school choice programs raise pupils' achievement levels?
- Does school choice provide positive, or negative, incentives for teachers and administrators?
- Does school choice give all parents influence over their child's education that is now available only to the affluent?
- Does school choice strengthen, or hinder, parental involvement in education?
- Is school choice a key element in restructuring schools to implement a "second wave" of school reform, or does it primarily hinder effective planning and management of the schools, while increasing costs?

Alternatives to school choice for improving pupil achievement and restructuring schools may be considered. Increased accountability could provide better information on school performance, and incentives to resolve deficiencies. More comprehensive parental involvement could also make school systems more responsive and effective.

9 SCIENCE MAGNET

The Science magnet is a pre-professional career-oriented program that provides a science career-directed curriculum. Pupils are prepared to advance in their pursuit of professional science, math, engineering, and industrial technology careers. The educational program at the Science magnet is designed to prepare students for employment in a technical field, two or four year college program in science or technology, or four year college study in other fields. The inclusion of guest speakers, field trips, and laboratory placement internships during the upper grades enhances the pupils opportunity to experience career requirements, expectations, and projected opportunities.

10 VOCATIONAL MAGNET

The Vocational magnet offers students the opportunity to develop skills and concepts related to specific occupations and careers as well as to meet entry level job requirements. Nineteen vocational offerings are available, and orientation to the "world of work" is an integral part of each program. An active work experience related to the student's career goals is provided to advanced students through a structured cooperative vocational education program.

For application information call the guidance counselor at the school your child attends or the high school program at:

ALP	456-9194
Arts	456-9256
Business	456-9136
Classical	456-9147
Government/Law	456-9259
Health	456-9430
Hope Essential	456-9329
Science	456-9430
Vocational	456-9137

The deadline for application is December 1.

PROVIDENCE SCHOOL COMMITTEE
JOSEPH A. ALMAGNO
SUPERINTENDENT OF SCHOOLS

- Providence takes PRIDE in its Schools -

Providence School Department
480 Charles Street
Providence, R.I. 02904

To the Parent/Guardian of:

10 WAYS to go to HIGH SCHOOL in Providence

1 YOUR COMPREHENSIVE HIGH SCHOOL

Central, Hope, and Mount Pleasant are comprehensive high schools. The term comprehensive as it is used here means that a student is able to select a variety of course offerings to best suit his or her needs, interests, and career goals. Aside from extensive programs in the basic skill areas of English, mathematics, social studies, and science, students may select from a variety of courses including foreign languages, woodworking, electronics, metal, consumer and homemaking education, business, and other electives. Each student, with the assistance of a counselor and with parental approval, prepares a four-year plan of study that is reviewed and updated regularly. Upon graduation students should be well prepared to enter college or will have entry level skills for many occupations.

OR...

2 ALP

The Alternate Learning Project is a community-based alternative to traditional school emphasizing basic skills, career exploration, college preparatory courses, and performance-based experience. The program is designed to be flexible and responsive to individual student needs. Students receive intensive academic and personal counseling and contribute to the school's governance and decision making. Admission to the program is by lottery. Students must apply in person and report for diagnostic placement tests in order to be considered for program admission.

3 ARTS MAGNET

Hope High School offers the city's most comprehensive arts program with a four-year program in the visual arts, dance, instrumental or vocal music, acting or technical theatre, or communications media utilizing the arts resources in the community. Students spend their high school years with peers who value the arts and the opportunity to develop their talent. Mature students become eligible for junior or senior internships with arts agencies, college arts departments, professional arts groups. Hope has an art gallery, dance studio, music rooms, a full theatre faculty and a radio and television studio, and a performing arts series and guest artists.

4 BUSINESS MAGNET

The Business magnet at Central High School emphasizes career awareness, exploration, and business preparation. The career concentrations include Accounting and Management (including Microcomputer), Marketing, Secretarial Science/Word Processing, and Clerical Careers/Office Education. Students enrolled in the Business magnet develop basic and academic skills, skills in utilizing modern equipment, problem-solving, economic, and leadership skills. The ninth grade program introduces the student to the world of business through a planned series of explorations. Advanced business students work in the Business Simulation Center and participate in internships as well as cooperative vocational programs.

5 CLASSICAL

Classical High School is a college preparatory school which offers each student the opportunity to meet the requirements for higher education through a rigorous course of study. Classical provides a strong liberal arts curriculum enriched by extracurricular activities. This curriculum helps students to explore areas of interest which promote their intellectual, aesthetic, ethical, social and physical development. This combination of both the traditional and the innovative makes students aware of their own aptitudes and capabilities and leads to a high level of competence in perceptive reading, logical reasoning, and sound decision-making.

6 GOV'T & LAW MAGNET

The Government and Law magnet at Central High School provides opportunities to learn about careers in government and law and to meet people in government and legal jobs. The students' experience begins in the classroom and ends four years later by using the community as a laboratory. Internship experiences are related to the career choices of the students. Some students pursue special projects in the field under the direction of the instructor. Students have the opportunity to plan events, write for the government and law magnet newsletter, and participate in the student advisory council.

7 HEALTH MAGNET

The Health magnet at Mount Pleasant High School is designed to give students the opportunity to explore health careers, their personal growth and development, and to build basic health and science concepts for later life. The Health Program is affiliated with the Brown University Medical School. At the ninth grade level foundations of health are developed and the concepts on the nature of illness, terminology in health care and knowledge of local health care facilities are provided. In the following years exploration of careers and indirect patient care and specialization in Health courses and/or work experiences are offered.

8 HOPE ESSENTIAL

Working in collaboration with Brown University and the national Coalition of Essential Schools, this program features a minimum of three years in English, mathematics, science, and social studies. Open to students ready for challenging work, the central focus of this program is strong development of skills in writing, speaking, and thinking, as well as the essential content needed to successfully persue college or the working world.
Students accepted to Hope's Magnet in Art and Communication (Art, Dance, Media, and Theartre) may also apply.

Q. Must a student be failing or having difficulty in school to participate in an independent study program?

No. Students in any educational situation may find this program appropriate at some time in their educational career. For example, gifted, talented, and creative students may use independent study for advanced study beyond what is available in a classroom program of instruction.

Q. May credit be awarded for independent study?

Yes. Credit toward school graduation may be earned through independent study. Time requirements must be at least equal to those imposed in the regular program (EC §46300(e)).

Q. Do students in an independent study high school program have to meet district proficiency standards for graduation?

Yes.

Q. What attendance accounting procedures are used for independent study?

Basically, independent study students substitute out-of-school learning for classroom attendance by fulfilling equivalent education activity time through an agreement with the supervising teacher. Therefore, the audit trail for independent study students requires evidence of a valid agreement as well as a positive record of completed student activities and assignments. The *State School Register* (Form J-13) is the standard attendance accounting document approved by the California State Department of Education. Districts may obtain detailed information on attendance accounting for independent study programs from the School Management Services Division, California State Department of Education; telephone 916-324-6856.

Q. Can independent study be used to improve school attendance?

Yes. Independent study programs allow parents and teachers, together with the student, to develop a personalized education program that best meets the student's needs and interests. By developing attractive learning opportunities, school districts have been able to improve school attendance rates substantially while better meeting the needs of students.

Q. May continuation high schools and opportunity schools and classrooms use independent study?

Yes. The law permits these programs to use independent study as long as participation does not exceed 10 percent of the total enrollment (EC §51745). Assembly Bill 3269 of 1980 also included summer school, work experience programs, and special education programs without the 10 percent limitation.

Legal References

- *Legislative Bills*
  1. Senate Bill 1591—Gregorio (Chapter 210, Statutes of 1976)
  2. Senate Bill 1509—Gregorio (Chapter 863, Statutes of 1976)
  3. Assembly Bill 202—Hart (Chapter 1014, Statutes of 1979)
  4. Assembly Bill 3269—Hart (Chapter 1329, Statutes of 1980)
  5. Senate Bill 813—Hughes-Hart (Chapter 498, Statutes of 1983)
- *California Administrative Code, Title 5, Education, sections 11700—11703*
- *Education Code* sections 44865(l), 46110, 46147, 46201, 46300(e), 48340, 51225, 51225.3(b), 51745, and 51746

For Further Information

The State Department of Education and the California Consortium for Independent Study can provide additional information to school districts and individuals on planning, implementing, and maintaining independent study programs. For further information, please contact:

Mr. Lynn P. Hartzler, Program Manager
Alternative Education and Independent Study
Supplementary Student Program Services
California State Department of Education
P.O. Box 944272, Sacramento, CA 94244-2720
Telephone: 916-322-1048 or 324-9605

Ms. Jean Klinghoffer, President
California Consortium for Independent Study
Fullerton Joint Union High School District
780 Beechwood Avenue
Fullerton, CA 92635
Telephone: 714-671-4352

Adult, Alternative, and Continuation Education Services
CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

Independent Study:

Pathways to Knowledge Through Contract Learning

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig—Superintendent of Public Instruction
Sacramento, 1986

Independent Study: Pathways to Knowledge Through Contract Learning

What Is Independent Study?

Independent study is an alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills, and knowledge all students should gain as verified in a written agreement. That agreement must be signed by a certificated person representing the school district, the student, and the student's parent or legal guardian.

The *Education Code* permits school districts to operate independent study programs in kindergarten through grade twelve (*EC* §51745 and §51746). It also permits school districts to include in their average daily attendance count students who, in accordance with written agreements, are learning off campus (*EC* §46300[c]).

Before the current provisions for independent study were enacted, teachers had been required to provide "immediate supervision and control" of student learning. Now independent study enables teachers to "generally supervise" students under written agreements, delegating immediate supervision to assistants, school volunteers, family members, and community resource people. Both teachers and supervisors are responsible for quality control in meeting the objective of an independent study agreement—the achievement of the highest level of educational quality.

Why Have Independent Study?

Through such programs as independent study, the state of California has been attempting to make the public schools in the state more responsive to the academic, personal, and social needs of each student (*EC* §51225 and §51225.3[b]). The State Department of Education has been assisting in that effort, together with parents, educators, school board members, students, and community members.

In both elementary and secondary schools, independent study maximizes the opportunity for collaborative arrangements tailored to the individual learning style and other needs of each student. Independent study allows students to pursue educational opportunities outside the classroom within the framework of a written agreement that specifies minimum requirements and with the assistance of an instructional supervisor.

Independent study (1) allows students to study at their own pace within the limits of compulsory school attendance requirements; (2) creates a bridge between the school and the community; (3) challenges each student to excel in areas of special interest; (4) provides alternatives for students to achieve competency and mastery in basic skills; (5) allows for home schooling; (6) serves as an alternative to expulsion; and (7) encourages student resourcefulness. Through independent study students become more active and more responsible participants in the learning process. And, most important of all, independent study offers educational choices to students and families.

Independent Study Activities

In an independent study program, students may work alone or in a group. Some of the many activities appropriate for independent study are the following:

- In-depth research in a specific area of interest
- Special assignments extending the content of regular school subjects
- Individualized instruction in a subject not currently available in the traditional school curriculum
- One-to-one study through high school correspondence courses sponsored by University of California Extension
- An individualized program of instruction for students who experience difficulty in adapting to or attending a regular school program
- Special instruction for students having difficulty meeting district proficiency standards
- Real-life and academic experiences associated with employment
- Continuing and special study during travel
- Visits to places or events of educational value
- Volunteer community service programs
- Involvement with individuals in the community in ways that support and strengthen student achievement

Resources for Independent Study

Community learning resources available to students using independent study may include the following:

- Businesses and industrial sites
- Libraries
- Museums
- Private schools
- Farms and other agricultural environments
- Community service organizations
- Neighborhood centers
- Physical fitness and nutrition centers
- Government agencies
- Parks and other outdoor and natural resources
- Media facilities
- Concerts, plays, and other cultural activities
- Institutions of higher learning

Independent Study Implementation

Independent study is optional locally. Each school district governing board wishing to conduct an independent study program must adopt written policies and procedures specifying the operation of the program. School districts conducting independent study are required to keep records, including a copy of the adopted school board policy and procedures, a file of all agreements, and a list of students who have participated that shows credits attempted by and awarded to each student (*EC* §51745; *CAC, Title 5,* §11703).

A course of independent study must be designed to fit the educational needs of the student. Each student agreement must contain the following (*CAC, Title 5,* §11702):

- The title and statement of the major learning objectives of the study undertaken
- The method of evaluation of progress toward the objectives
- The duration of the independent study agreement
- The manner, frequency, time, and place of reporting student progress
- A statement of the number of credits to be earned upon completion of the agreement
- The signature of any person, including nonschool staff, who will be assisting the student; the student's parent or legal guardian; the student; and a school district representative

Apart from these requirements, specified in the law and in the *California Administrative Code, Title 5, Education,* governing boards are encouraged to determine the best program design for their students, staff, and community.

Types of Independent Study Programs

Because of the flexible nature of independent study, each district has the opportunity to develop such study in its own way. A few of the types of independent study programs now in operation are as follows:

- School-within-a-school
- Off-site center, located within the community, serving any grouping of students in kindergarten through grade twelve
- On-site program offered as part of the curriculum in a school
- Countywide community-based program offered by offices of county superintendents of schools
- Humanities enrichment program for high school students using the resources of the community
- Dropout prevention program operated off-site
- On-site program for kindergarten through grade twelve students with special interests and abilities, scheduling problems, or individual needs that cannot be accommodated in the regular instructional program

Questions and Answers

Q. May elementary schools offer independent study programs?

Yes. Many California elementary schools do offer independent study. Examples include (1) accommodations for extended family travel; (2) delegation of immediate supervision and control of student learning to paraprofessionals, cross-age tutors, and community volunteers; (3) provision for students compelled to remain at home under special circumstances; and (4) home schooling.

Q. May independent study be used to help students gain competency in basic skills?

Yes. California Senator Gary Hart, author of legislation on proficiency, explains that "basic skills need not be implemented at the expense of flexibility, creativity, or innovation. Schools should not abandon creative approaches to learning." For example, community-based experiences that include practice in reading, writing, or mathematics can motivate many students to excel in basic education. Independent study can provide tutoring and other instructional assistance to help students master basic skills.

Q. How is independent study related to the School Improvement Program (SIP)?

The goal of school improvement (*EC* §§52000—52039) is to personalize student learning and to provide a range of alternatives in instructional resources, strategies, and experiences that are responsive to student needs. In emphasizing the needs of individual students, independent study provides the additional flexibility necessary for schools implementing a school improvement program.

indication of interest at the district level. Districts should consider organizing an alternative program committee, comprised of parents, staff, and community members, to process requests and to make recommendations to the district governing board.

- *What is a good starting point for implementing an alternative program?*

Districts should consider beginning with a program that has positive overtones, such as an alternative program for students who excel in specific areas or subjects (an expanded program for the mentally gifted, for example). A program within a continuation school would be a good second choice. A close look at the "turned-off" students in the district may be quite beneficial. An alternative program could serve to stimulate habitually truant students, students with behavior problems, and failing students.

Examples of Alternative Schools and Programs

The following are some examples of alternative schools and programs. The lists are not meant to be exhaustive.

- Alternative schools:
  - ☐ *Free school*—The emphasis is on increased freedom for students and teachers.
  - ☐ *Magnet school*—Learning resources are concentrated in a single learning center and made available to all students in the community. Magnet schools are often oriented around a special interest area, career education, or vocational skills training.
  - ☐ *Multicultural, bilingual, or ethnic school*—The emphasis is on cultural pluralism and ethnic and social awareness.
  - ☐ *Open school*—Learning activities are individualized and organized around interest and learning resource centers in the classroom or building. Open schools are similar to British infant schools.
  - ☐ *School without walls*—Community facilities and resources are utilized for learning activities.
  - ☐ *School within a school*—The focus is on a special interest area or learning style. Such a school is a minischool or identified unit within a conventional school.
  - ☐ *Street academy, dropout center, and pregnancy-maternity center*—Optional programs are provided for target populations.
- Alternative programs:
  - ☐ Regional occupational programs
  - ☐ Intern programs

Basic Do's and Don'ts

Persons involved in planning, implementing, and maintaining alternative schools and programs should bear in mind the following:

- *Do's:*
  - ☐ Do organize your support, know your resources, and set realistic goals.
  - ☐ Do provide for ongoing planning and program monitoring.
  - ☐ Do maintain communication with personnel in the regular programs.
  - ☐ Do share information with others.
  - ☐ Do seek help and ask questions.
  - ☐ Do select staff members who are enthusiastic and who have credibility with their colleagues.
  - ☐ Do remember that all students do not learn in the same way—even in alternative programs.
- *Don'ts:*
  - ☐ Don't expect too much too soon.
  - ☐ Don't be afraid to make mistakes.
  - ☐ Don't take criticism personally.

For Further Information

Further information about alternative schools and programs can be obtained from:

Mr. Richard L. Baca, Administrator
Mr. Lynn P. Hartzler, Consultant

Alternative Education Unit
California State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 323-2574
(916) 322-1048

Gerald H. Kilbert, Director
Youth, Adult, and Alternative
Educational Services

87 32122

Alternative Education Unit
California State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

Alternative Education: Choice as a Way of Learning

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig - Superintendent of Public Instruction
Sacramento, 1987

History of Alternative School Legislation

Prior to 1975, California statutes authorized school districts to initiate and conduct any type of educational program that was not in conflict with law or with the purposes for which school districts are established. The statutes did not, however, contain specific references to alternative schools.

In 1971 and 1972 Senator John Dunlap introduced legislation designed to provide for alternatives in education, but neither bill was successful. Senator Dunlap's third attempt, Senate Bill 445/1975, was passed by the Legislature and was signed by the Governor on August 29, 1975. That bill, which added sections 58500—58514 to the *Education Code*, provided a definition of alternative schools, declared the purposes of alternative schools, and authorized the governing board of any school district to establish and maintain such schools. The bill became operative on July 1, 1976.

Alternative Education Goals

The goals of alternative schools and programs, as stated in *Education Code* Section 58500, are the following:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his or her desire to learn.
- Maintain a learning situation in which maximum use is made of student self-motivation and in which students are encouraged to use their own time to follow their own interests. These interests may be conceived totally and independently by the student, or they may be in whole or in part the result of a presentation by his or her teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents, and students to develop cooperatively the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for students, teachers, and parents to react continuously to the changing world, including, but not limited to, the community in which the school is located.

The Need for Change

The findings of the California Commission for Reform of Intermediate and Secondary Education (RISE Commission) indicated the need for and desirability of full-scale reform of the state's intermediate and secondary schools.[1] In its report the RISE Commission pointed out that California's schools, like schools everywhere, have evolved out of the *needs* of society and the individual within society.

Alternative education provides a way of adapting an educational program to meet the individual needs of students, and, more importantly perhaps, it provides a vehicle for examining new methods of teaching and new ways of learning in a changing society. As individuals, educators may favor different instructional methods and different course and program content, but as professionals each must be committed to supporting an educational environment that is suited to each student's developmental needs, both academic and personal.

The RISE Commission was asked to determine ways of making schools more effective, more enjoyable, and more conducive to a continued interest in learning. Among the commission's recommendations were the following:

- Recognize and accept each learner as the principal client of the school.
- Provide a system of learning options in terms of time, place, programs, and formats to give learners a wide choice of ways to achieve their learning goals.
- Plan continued experiences that enable learners and staff to be in contact with people whose racial, ethnic, socioeconomic, or cultural backgrounds are different from their own.

Definitions

For a school to be classified as an *alternative school*, it must meet at least the following criteria:

- The organizational entity (for example, a complete school or a separate class group within a school) must be within the state public education system.
- Students and teachers must be selected from among volunteers.
- The educational program must be a total program or essentially a total program that is significantly different from the standard programs offered in the district.
- The learning environment must be such that it allows students to achieve their maximum potential.
- Alternatives must be offered in addition to, rather than in place of, the traditional program.

An *alternative program* is a special program that a student may elect to take as a part of his or her regular program. An alternative program does not meet the criteria of an alternative school because it does not comprise the student's total program or the major portion of it.

[1] *Report of the California Commission for Reform of Intermediate and Secondary Education*. Sacramento: California State Department of Education, 1975.

Questions and Answers

- *What are the basic statutory provisions pertaining to alternative schools and programs?*
  - ☐ Students and teachers are to be selected on a voluntary basis only.
  - ☐ A school district must maintain and fund an alternative program(s) at the same level of support as other district educational programs for children of the same age level.
  - ☐ A district's state apportionment for transportation costs may not be increased because of the operation of an alternative school or program.
  - ☐ *Education Code* Section 58501 contains a "Notice of Alternative Schools," which includes (1) a definition of alternative schools; (2) a list of the goals of alternative schools; (3) instructions regarding how to obtain additional information about alternative schools; and (4) a statement of the rights of interested persons to request the district governing board to establish such a school. During the entire month of March, the districts must post copies in each attendance unit in at least two places normally visible to students, teachers, and visiting parents. This notice must also be sent to all parents at the beginning of the first semester or quarter of the regular school term.
  - ☐ Upon application by a school district, the Superintendent of Public Instruction can waive any provision of the *Education Code* except those pertaining to earthquake safety and those contained in sections 58500—58514.
- *If a district does not have an alternative school or program, can it establish one?*

  Yes. *Education Code* Section 58501 authorizes all school districts to provide for alternative schools. Interested persons may request the school district governing board to establish an alternative school in the district.
- *Must a student be failing or having difficulty in school to be considered for admission to an alternative school or program?*

  No. Students volunteer for alternative programs, and previous classroom performance may not be used as a criterion for limiting a student's opportunity to attend an alternative school.
- *Do alternative schools offer instruction in the basic skill areas?*

  Yes. In fact, pretesting and post-testing in basic skills areas are required. Fundamental schools, which stress a return to the "basics," may be classified as alternative schools if participation by students and staff is voluntary.
- *Can an alternative school program be located at a museum, park, or nature preserve, for example, rather than in a regular school building?*

  Yes. Programs can be conducted in any location that is conducive to learning. The nature of a school program can be a determining factor with regard to its location.
- *Is the quality of teaching in alternative schools and programs as good as that in regular programs?*

  It should be. Since teachers volunteer for the assignment, selection of staff is based on those qualified teachers who are interested and willing to become a part of an innovative venture.
- *Can a child who is in a program for gifted students volunteer for an alternative school or program?*

  Yes. A district may even have an alternative program that is designed primarily for students who excel in academic areas.
- *Can a bilingual-bicultural alternative school qualify for early childhood education funds and/or categorical funds?*

  Yes.
- *Are diplomas and credits from alternative schools and programs equivalent to those granted in a district's other schools and programs?*

  Yes. Alternative schools are part of a district's regular educational program.
- *Are continuation schools considered to be alternative schools?*

  Not necessarily. For a continuation school to be considered an alternative school, students and teachers must be selected on a volunteer basis, and the school must meet the other criteria for an alternative school. However, many continuation schools have developed their own alternative programs for students who want more flexibility, have part-time jobs, wish to accelerate their learning for early graduation, or want help in academic areas in which they are weak.
- *What should a district do in processing a request from parents for the establishment of an alternative school or program?*

  Districts should be prepared for such requests before parents make them. Having a plan ready for the implementation of at least one alternative program is a good